DOCUMENT RESUME

ED 108 031 CG 009 844

AUTHOR	Gryba, Eugene S.
TITLE	Life Skills for Northern Adolescents.
INSTITUTION	Saskatchewan NewStart, Inc., Prince Albert.; Training Research and Development Station, Prince Albert (Saskatchewan).
PUB DATE	Nov 74
NOTE	442p.; For related documents, see ED 070 846, ED 072 182. ED 072 183, ED 083 062, CG 009 845-847; Prepared with cooperation of the Northern School Board, Prince Albert, Saskatchewan
AVAILABLE FROM	Training and Research Development Station, 154-8th Street, East, P. O. Box 1565, Prince Albert, Saskatchewan, Canada (HC $6.95)
EDRS PRICE	MF-$0.76 HC-$22.21 PLUS POSTAGE
DESCRIPTORS	*Adolescents; *Daily Living Skills; *Human Relations; Instructional Materials; Interpersonal Competence; Manuals; Social Relations; Teenagers
IDENTIFIERS	*Life Skills (Saskatchewan)

ABSTRACT

Life Skills are problem-solving behaviors appropriately and responsibly used in the management of one's life. This manual consists of a set of learning experiences designed to help adolescents (between the ages of 15 and 19 years) learn the Life Skills that they may find useful in coping with daily situations. The materials in this manual are meant to be guidelines around which activities can be organized. The lesson plans should serve as models for the facilitator. Sequences have been planned for variety with each lesson differing from the other in content and objective, the overall intention being to accumulate skills and increase competence as the course progresses. (Author/HMV)

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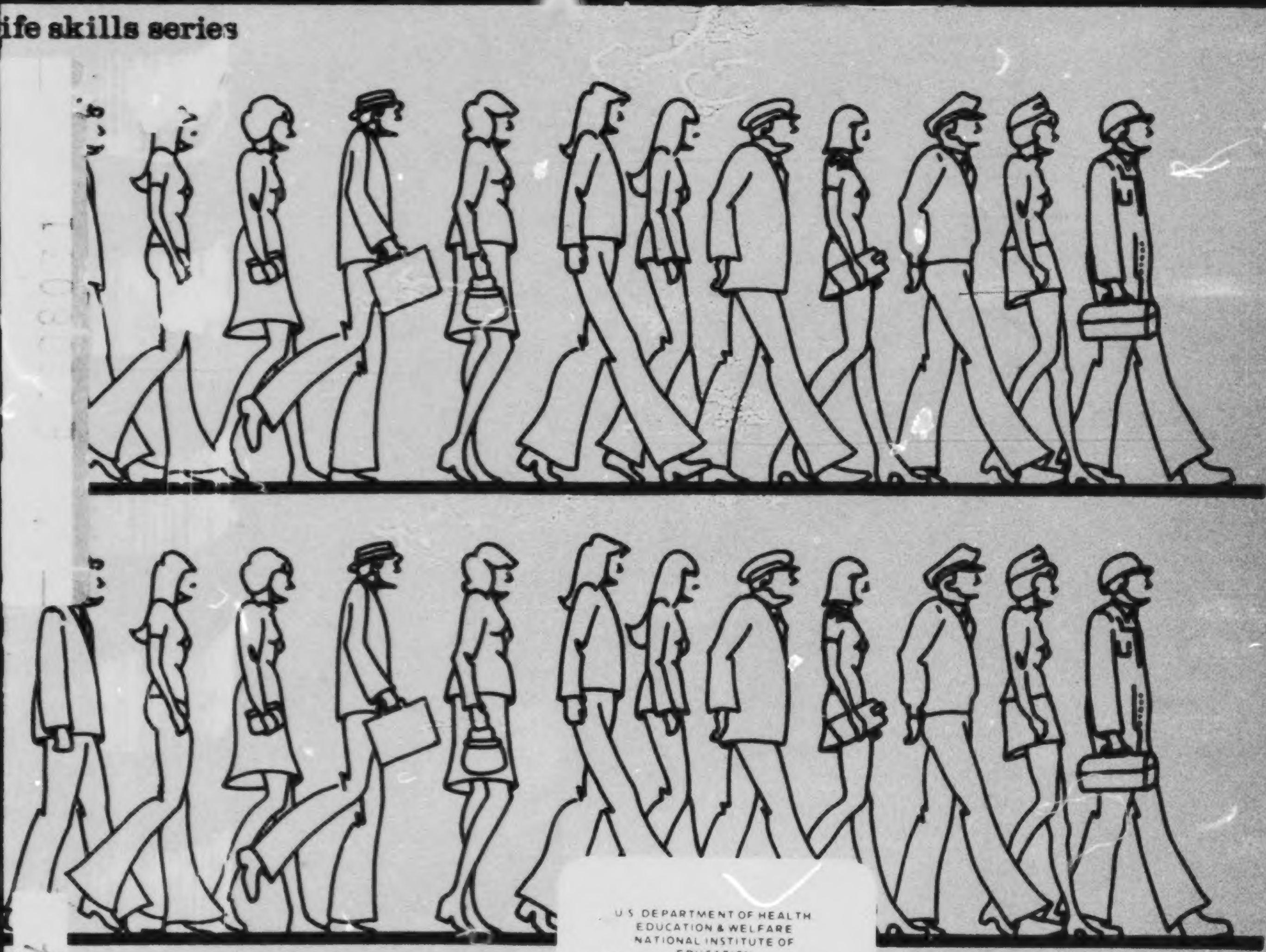

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LIFE SKILLS FOR NORTHERN ADOLESCENTS

BY

EUGENE S. GRYBA

THE NORTHERN SCHOOL BOARD
PRINCE ALBERT, SASKATCHEWAN

—

TRAINING RESEARCH AND DEVELOPMENT STATION
DEPARTMENT OF MANPOWER AND IMMIGRATION
PRINCE ALBERT, SASKATCHEWAN, CANADA

LIFE SKILLS SERIES

Life Skills Coaching Manual

The Problems and Needed Life Skills of Adolescents

The Dynamics of Life Skills Coaching

Life Skills Course for Corrections

Readings in Life Skills

Evaluations of Life Skills Training

Life Skills for Northern Adolescents

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Printed in Canada

FOREWORD

Life Skills for Northern Adolescents was planned and written as a joint venture of the Northern School Board, the Training Research and Development Station and Saskatchewan NewStart Incorporated.

This acknowledges the help of many people: Members and staff of the Northern School Board who approved and financially supported the development of the course; Mr. D. S. Conger and the staff of the Training Research and Development Station who provided assistance during development of the manual; Saskatchewan NewStart for assistance in publication; the many people who originally conceived and developed the Life Skills approach and whose ideas, writings and techniques are included directly and indirectly in this manual; those individuals, Edgar Ahenakew, Hector Shiell and Lynne Herrem who contributed their talents in direct support of the development of this course; and, at different times during the process of developing this program, a number of teachers employed by the Northern School Board who gave time, knowledge, talent and cooperation in support of the project.

The Northern School Board administers provincial education programs from kindergarten to Grade XII in the northern half of Saskatchewan. It is an agency funded by the province of Saskatchewan.

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November, 1974

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LIFE SKILLS FOR NORTHERN ADOLESCENTS

COACHING MANUAL

A NOTE TO THE LIFE SKILLS FACILITATOR AND SUPERVISOR

Using the course, Life Skills for Northern Adolescents will create a new experience for those involved because bringing together a group of adolescents with a trained facilitator will bring out opinions, new perspectives and behaviors as the students and the facilitator practise new skills in dealing with life situations. For the duration of the course the learning group will be a part of each involved person's life, and insofar as life itself is often unpredictable so will be the outcomes of the lessons.

The Life Skills materials can help in giving structure and impetus to the lessons, but often participants will choose to create their own learning agendas as they strive to cope with life situations. To make the lessons come alive it will frequently be necessary to adjust sensitively and sensibly to the students' more immediate needs. This adjustment will be essential if the course is to have noticeable effects in adolescents' lives. The facilitator will have to use all his training, life experiences, preparation time, and common sense in ensuring that the materials do not dominate the sessions, but rather complement them.

As the facilitator guides student learning he should use this book as a guide and refresher to the many components of Life Skills for Northern Adolescents. It should be used as the advice of a colleague, not as the directive of a master.

PART I: FROM THEORY INTO PRACTISE

Life Skills for Northern Adolescents consists of a set of learning experiences planned to help northern adolescents (between the ages of about 15 and 19 years) learn some new behaviors that they may find useful in coping with life situations. The materials in this manual help the facilitator and students achieve this end. The course is not the written materials, although they are a part of it. The facilitator and his training, the student and his or her experiences in the community, and the resources of the community are of at least equal importance. It is important that those who use the course keep the written materials in the proper perspective by acknowledging that they form only a part, perhaps only a starting point, for the overall Life Skills course experience. They are guidelines around which activities can be organized while paying perceptive attention to the real needs of the students.

The highly prescriptive style of the lesson plan should also be placed in the proper perspective as should the sequencing of the lessons, and the tasks and objectives to be accomplished in differing parts of the course. The many tentative words and statements used in the text of the lessons were chosen deliberately as warnings to users of the materials that what may appear to be prescriptions are intended only as suggestions. The lesson plans should serve as models for the facilitator, the sequence is planned for variety, each lesson differs from each other one in content and objective, and the overall intention is to provide for skill accumulation and increasing competence as the course progresses.

Life Skills Defined. The book, Readings in Life Skills[1] describes many aspects of the Life Skills approach. While this course differs in some significant ways from the adult course, the basic definition remains the same. Life Skills defined means problem-solving behaviors appropriately and responsibly used in the management of personal affairs. This definition implies developing skills that are relevant to one's life space, otherwise they would not be

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1. Conger, D. Stuart, et al, Readings in Life Skills, Saskatchewan NewStart Incorporated, Prince Albert, Saskatchewan, 1973.

otherwise they would not be appropriate. The definition also carries forcefully the message that skills must be responsibly used. There is, in this part of the definition, an underlying belief that people, and more specifically adolescents, can be responsible in a high degree for their own directions in life.

A Description of the Course. Life Skills for Northern Adolescents is designed to be implemented in about 120 hours of lesson time or over a period of 40 weeks with time blocks of 3 hours per week. In the section of this manual, Sequencing the Lessons, suggestions for abbreviated versions of the course are made.

The course is designed to give students an opportunity to acquire problem-solving skills useful in coping with and achieving the ten developmental tasks of adolescence as they apply to the students' life space. Life space is divided into seven areas: Self, family, peer group, community, leisure, school, and vocation.

Two classes of problem-solving skills are dealt with. The first class encompasses those personal and group skills used in working through the creative problem-solving model in developing a plan for dealing with a problem situation. The second class of skills, the human relations/interpersonal communications skills, are those attitudes and behavioral skills which will enable the student to interact effectively with others, and will be useful in avoiding problems and in implementing plans for dealing with problems. Because the learning of skills will take place in the context of a problem-solving group the skills will also be vital to the course process.

The course content, situations, and exercises, are oriented towards a northern, relatively small, community setting, but the processes are applicable to a variety of settings. The content of the written materials will have to be adjusted by the facilitator to suit differing social settings.

The Life Skills approach recognizes that learning occurs in the three learning domains: The cognitive, the affective, and the psychomotor. It assumes that students can achieve affective learning and behavioral learning by participating in suitable learning experiences in much the same way as cognitive learning occurs when students are provided with learning experiences appropriate to the cognitive domain.

Several process dimensions are important in the course. These include the student response to content, the student use of the learning group, the group problem-solving process, and the skill transfer process.

The basic lesson model includes 5 phases. In the Introduction phase students are exposed to a stimulus to create interest and motivation. In the Discussion phase the students respond to the stimulus according to their feelings towards, and knowledge of the topic. The Objective Enquiry/Skill Practice phase should expand or verify the knowledge the students have, and often provides them with an opportunity to use skills they already have.

The "crux" of each lesson is the Skill Application phase. It gets its meaning and relevance from preceding phases, but to stop at that would negate the Life Skills approach. Knowing is not enough. Students must practise the skills, must help others find ways to try new behaviors, and must actually try the skills. It is in this phase that students actually try new behaviors. If the behaviors work they are likely to be used again. If they don't, other solutions can be sought and tried. Success in this phase will motivate a student to try the behavior again, to continue using it, thus changing his behaviors, the objective of any educational endeavor.

The Evaluation phase usually provides three types of evaluation: Evaluation of the lesson by facilitator and students, evaluation of the students' skills by themselves and other group members, and the facilitator's evaluation of students' skill acquisition. This provides information whereby students and facilitator can set further goals or recycle exercises for skill review and further practise. A side effect of consistent evaluation is that students learn to use evaluative processes in their own lives.

Not all lessons adhere strictly to the 5 phase format, but this process should be kept in mind in all lessons.

Developmental Tasks of Adolescence. Elizabeth B. Hurlock in her book, Adolescent Development[1] lists ten developmental tasks that adolescents must work toward. These are:

1. Achieving new and more mature relations with age-mates of both sexes,
2. Achieving a masculine or feminine social role,
3. Accepting one's physique and using the body effectively,
4. Achiving emotional independence of parents and other adults,
5. Achieving assurance of economic independence,
6. Selecting and preparing for an occupation,
7. Preparing for marriage and family life,
8. Developing intellectual skills and concepts necessary for civic competence,
9. Desiring and achieving socially responsible behavior,
10. Acquiring a set of values and an ethical system as a guide to behavior.

The end result of striving to achieve these developmental tasks will vary significantly from individual to individual. Some will be mature at the age of 18 or 19 years, others will never complete this development, and yet others in coping with change will, in the course of a lifetime, have to undergo the developmental process more than once. The point should be noted that while these tasks are primarily identified with adolescence, adults too must continue to grow and develop in coping with change, and consequently, these tasks may never be fully completed.

Cultural factors will have an influence on the developmental process, and especially on the end result. In a closed society the end result of adolescent development will be largely predetermined. In fact, adolescence may not exist as a developmental phase at all, and a ceremony may mark the transition, overnight, from childhood to adulthood. However, in a society as open as the North American one, culturally imposed adolescence is long, and due to accelerating social change the objectives and goals of the process are vague and difficult to foresee. It seems that adolescents now have more options as to what sort of adults they may become, and so the adolescent developmental process becomes increasingly complex to those who must undergo its rigors.

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[1] Hurlock, Elizabeth B., Adolescent Development. McGraw-Hill, Inc., 1973. p. 6.

In Life Skills for Northern Adolescents the students explore some of the problems, tasks, and possible results of developing from childhood to adulthood. The behavioral skills learned in the course help the adolescent cope with the "here and now" and are useful tools in coping with change and the future. The facilitator who is sensitive and empathetic towards adolescents may help them in developing into adults who can deal effectively with themselves, and the changing world around them.

Life Skills for Northern Adolescents is not designed to go into each of the developmental tasks in depth, nor can it hope to. The school in all its aspects, the family, the community, and the peer group all provide experiences within which the adolescent develops. The Life Skills course attempts to identify and address problem areas in adolescent development that most adolescents experience, however, it will be a duty of the facilitator to adjust content and direction according to the identifiable needs of each group and individual he is responsible for. He should remain aware of the possibilities for transfer of learning from one situation to others. For example, the skills useful in dealing with family pressures, and the skills of developing relationships with peers will be useful in preparing for marriage. In fact the Life Skills will be useful in coping with problems in each of the adolescent developmental areas and in each life area or track.

Skill Development. Previous mention has been made of the two classes of skills addressed in the course. The separation into classes is an artificial one, useful mainly in structuring the course. Human relations/interpersonal communications skills are problem-solving skills, however, for the purposes of this introduction the skills will continue to be divided into the two classes.

The Problem-Solving class includes those skills that specifically relate to using the Creative Problem-Solving Model adapted for Life Skills training. The Human Relations/Interpersonal Communications skills are the skills used in relating to people in one's life space.

In Life Skills for Northern Adolescents, to a greater extent than in the adult Life Skills Course, skills are dealt with in clusters. This is necessitated by the need to make the course somewhat shorter in order to make it manageable within the context of an ever expanding school curriculum. The facilitator will have to adjust the lessons to reinforce skills that may be lacking or poorly developed while giving less attention to those in which the students demonstrate competence.

In skill acquisition,a learner moves through four rather distinct phases. Unconscious incompetence is characterized by a lack of awareness of skill incompetence. Conscious incompetence is characterized by an awareness of skill incompetence before learning occurs. Conscious competence is the phase which occurs after learning has taken place, but during which the person must use the skill deliberately and thoughtfully. After repeated use and success with a skill, it becomes integrated into the person's repertoire of behaviors and the person achieves unconscious competence in use of the skill. Ideally, students in Life Skills for Northern Adolescents should reach the unconscious competent stage of skill development, but it is unlikely that this can be a realistic expectation. Students who become consciously competent in the use of a skill will have to be given responsibility for using it on their own until they achieve unconscious competence. Only if the student finds the skill useful is this likely to occur.

The following is an outline of the skills addressed in Life Skills for Northern Adolescents. Roman numerals denote the two classes of skills; capital letters denote skill clusters; arabic numerals and lower case letters identify techniques, discrete skills or behavior descriptions.

I. Creative Problem-Solving Skills
  A. Recognizing the Problem Situation
    1. Asking 5WH questions
    2. Answering 5WH questions

B. Defining the Problem
   1. Collecting more facts by asking more questions
   2. Asking questions beginning, "In what ways might....?"
   3. Testing each "In what ways might....?" question by asking "Why?"
   4. Choosing the best "In what ways might....?" question as the definition of the problem.

C. Choosing a Solution
   1. Finding possible solutions
      a. brainstorming by deferring judgement
      b. asking other people fact finding questions
      c. searching print media
      d. using audio-visual resources
   2. Setting and applying criteria
      a. setting criteria
      b. testing assumptions by asking fact finding questions
      c. applying criteria by force field analysis
      d. rating data
   3. Choosing a solution
      a. ranking possible solutions
      b. selecting most likely solution
      c. predicting results
      d. setting a goal

D. Applying the Chosen Solution
   1. Planning how to carry out the solution
      a. using the "Organizing for Opportunity" technique
   2. Implementing the plan

E. Evaluating the Results
   1. Comparing the result with the prediction
   2. Identifying possible problem points in the plan

F. Recycling if Necessary

II. Human Relations/Interpersonal Communications Skills

A. Attending Behaviors
   1. Using eye contact
   2. Using body posture

3. Using verbal following
    a. reflecting feeling
    b. summarizing feeling and content
4. Using relaxation
5. Using intimate behaviors
    a. showing confidence
    b. showing trust

B. Expressing Feelings
1. Levelling
2. Being immediate
3. Being specific and concrete
4. Being congruent
5. Using appropriate vocabulary

C. Giving and Receiving Responsible Feedback
1. Making helpful statements
    a. specific rather than general
    b. tentative rather than evaluative
    c. informing rather than commanding
2. Giving helpful information
    a. behavior description
    b. describing own feelings
    c. perception checking responses
3. Avoiding harmful startements
    a. generalizations
    b. name-calling, trait-labelling
    c. accusations imputing undesireable motives
    d. demands and orders

D. Using Helpful Group Behaviors and Avoiding Harmful Group Behaviors.
1. Using helpful task behaviors
    a. initiating activity
    b. seeking information
    c. seeking opinion
    d. giving information
    e. giving opinion

        f. elaborating - clarifying
        g. coordinating
        h. summarizing
    2. Using helpful maintenance behaviors
        a. encouraging
        b. gatekeeping
        c. standard-setting
        d. following
        e. expressing group feelings
    3. Using helpful combined task and maintenance behaviors
        a. evaluating
        b. diagnosing
        c. testing for consensus
        d. mediating - harmonizing
        e. relieving tension
    4. Avoiding harmful behaviors
        a. being aggressive
        b. blocking progress
        c. competing
        d. seeking sympathy
        e. pleading of special concerns
        f. horsing around
        g. seeking recognition and approval
        h. withdrawing
        i. assuming that a problem is clear
        j. assuming that a problem is not important
        k. siphoning-off
E. Using Balanced Self-Determined Behavior
    1. Recognizing other-determined behavior
        a. generalized
        b. situational
    2. Recognizing selfish-determined behavior
        a. generalized
        b. situational
    3. Recognizing balanced self-determined behavior

        - a. in self
        - b. in others
    - 4. Using balanced self-determined behavior
        - a. with other-determined persons
        - b. with selfish-determined persons
- F. Trusting and Risking
    - 1. Recognizing a trustworthy person
        - a. honest
        - b. just
        - c. competent
        - d. accepting
        - e. caring
        - f. consistent
        - g. reliable
        - h. sharing
        - i. immediate
    - 2. Risking
        - a. accepting others as they are
        - b. attempting new behaviors
        - c. deferring judgement
- G. Identifying the Real Person in Communication
    - 1. Identifying roles people play
    - 2. Recognizing perceptual distortion and set
    - 3. Recognizing feelings in self and others
    - 4. Recognizing congruency/authenticity
    - 5. Reading non-verbal cues
    - 6 Deferring judgement
    - 7. Confronting discrimination
    - 8. Identifying biases and assumptions

The Dynamics of Life Skills Coaching[2] will provide the facilitator with definitions and explanations of terms that may require further clarification.

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[2] Curtiss, Paul R., and Phillip W. Warren, The Dynamics of Life Skills Coaching. Saskatchewan NewStart Incorporated, Prince Albert, Saskatchewan. 1973.

Life Skills Tracks. Life Skills For Northern Adolescents bases its content on the needs of the students. In the initial stages of the course the need to develop a readiness for learning and the need to develop a learning group dictates the nature of the lessons. However, throughout the course the need for relevance prescribes the content. The course must be relevant to the students' lives, thus each lesson deals with the acquisition of skills that should be meaningful in various areas of an adolescent's life. The lesson is the vehicle for the practising and using of skills that are transferable to a variety of situational encounters with others in the student's life space. In order to give the course structure, and in order to specify situations that will be relevant to adolescents, the course content is based upon 7 tracks or life areas significant to adolescents. These are self, family, community, vocation, peer group, leisure, and school.

The emphasis in the self track lessons is toward adolescents developing a realistically positive self image by increasing knowledge of self. Lessons in this track generally allow for individual work in which the student, without undue pressure from others, investigates his personal and individual problem areas and decides upon what is appropriate for him or her as an individual to do in dealing with problems or decisions.

The family, though it decreases in influence during adolescence is, until the time a student leaves home and strikes out on his or her own, a major source of problems, with parents and with siblings. The lessons in this track deal briefly with the skills of coping with some family pressures and with some of the tasks of preparing for marriage and family life.

Lessons in the community track give students a chance to investigate some aspects of their community in an attempt to come to understand it and their places in it more clearly. Generally, lessons in this track involve an application of skills in the actual community setting.

Vocational choice is a developmental task of adolescence. In the vocation track lessons students briefly investigate what is entailed in making a vocational choice. Students are not asked to make specific choices, but are asked to work through a process that they could use as a model in making a vocational decision. The process is the creative problem-solving system adopted for use in making a decision.

The peer group track is one of the major tracks in the course. As adolescents move away from the control of the family they tend more and more to identify with their peer group. This group, perhaps above all others, is the major standard-setting and attitude-forming influence in an adolescent's life. It can be a very positive force, but it can also be a negative one. The lessons in this track deal with the skills of relating to one's peers and with maintaining individual identity in the face of powerful group pressures.

The leisure track lessons very briefly deal with some of the problems young people in northern communities face in coping with leisure time given the usual northern circumstances of inadequate leisure time facilities.

Life Skills for Northern Adolescents is aimed at an in-school adolescent population. Lessons in the school track give students an opportunity to develop skills useful in coping with school and education, and it is hoped that these skills may enable students to participate more fully in educational opportunities open to them.

It should be re-emphasized that the life skills useful in coping with problems in one life area or track should be transferable to other situations or life areas. The tracks in which skills are practised in the course do not limit the application of the skills in real life. They merely provide a relevant scenario within which students can relate to the lesson content, and if the scenario is deemed to be inappropriate to conditions under which the course is being offered the facilitator should make appropriate changes.

Combining Skills, Tasks and Tracks. Each written lesson in Life Skills for Northern Adolescents is made up of three instructional dimensions. Firstly, and of primary importance, are the behavioral skills to be learned, practised and used by students. These are identified in the lesson objectives and the text of each lesson. The facilitator should keep in mind that the primary thrust of each lesson should be skill acquisition. Secondly, each lesson addresses one of the ten broad developmental tasks of adolescence. Since the students are adolescents this dimension should assist the facilitator in ensuring that the problems dealt with are relevant to his students in the here and now. The third dimension of each written lesson is the adherence to content pertinent to one of the Life Skills tracks. This provides a situational context that should be pertinent to the acolescent's life space, and to which the adolescent can relate.

In the initial stages of the course the facilitator will probably find it necessary to have students engage in intensive development of problem-solving and human relations skills. Depending on where they begin and how quickly the students grasp and begin using these skills, the facilitator may be able to continue providing opportunities for skill practise and consolidation while placing increasing emphasis on development of behaviors and attitudes applicable to coping in the here and now with the developmental tasks of adolescence. When students have acquired the basic life skills they can use an increasing amount of their class time in applying these skills in dealing with their own real-life problems. In this regard, although the course is not intended for this purpose, it can become a somewhat therapeutic experience. The facilitator should not lose sight of the developmental rather than remedial thrust of the course, and must keep in mind that even though sessions may often have to deal with the students' personal and group agendas, rather than with the agenda as outlined in the lesson, each session must provide opportunity for skill acquisition and consolidation. The skills addressed in the course are skills used in solving life problems and a real individual or group problem is the ideal vehicle for applying the skills.

PART II: USING THE LESSONS

Sequencing the Lessons. Any plan for sequencing of a program of instruction will have one major inherent weakness. It is difficult to foresee the starting skill level of a specific learning group.

The planner must visualize an average group chosen from the target population and develop a sequence for that group. This method, however, can only be successful in a limited way, and so the technique of sequencing skills according to the need for a skill prior to the acquisition of another skill is probably a more reliable approach. Another factor considered in sequencing lessons in this course is the need for motivation and learning group formation early in the course. Yet another factor is judgement of the degree of risk to the students in various lessons. Ideally, the course should start with low risk exercises and gradually work into medium and then high risk content areas. The five phases of the problem-solving model were also taken into consideration. Students should learn the skills of recognizing a problem, identifying a problem and choosing solutions before evaluating results.

The following suggested sequences are based upon the above criteria, but the facilitator will have to adjust his sequence to suit the needs of students in the specific groups he is involved with. He will also have to adjust sequences according to practical considerations of time, group size, and availability of resource persons. In most situations sequencing changes will probably be minor ones, but if an abbreviated version of the course is offered it may be necessary to set priorities on the skills, and deal with those highest on the list of priorities.

If the entire course is to be offered the suggested sequence would follow the lesson numbering system. The course would begin with Introductory Lesson 1, followed by Introductory Lesson 2, Lesson 1, Lesson 2 and so forth to Evaluation Lesson 1 and Evaluation Lesson 2.

If for good reason it is desirable to offer only those lessons that deal directly with the Creative Problem-Solving model and process, the following sequence could be used: Introductory Lesson 1, Introductory Lesson 2, Lessons 8, 9, 13, 14, 19, 20 (6 hours), 24, 25, 34, and Evaluation Lesson 1.

A short course concerning itself with human relations/interpersonal communications skills would include only the following lessons:

Introductory Lesson 1, Introductory Lesson 2, Lessons 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 15, 16, 17, 21, 22, 23, 26, 27, 29, 30, 31, 32, 33, and parts of Evaluation Lesson 2.

Other sequencing plans could be arrived at if a facilitator and supervisor considered it necessary. For example, the skill clusters in the course are generally dealt with more than once. At least once they are included in the primary behavioral objective of a lesson, and in subsequent lessons they are reinforced through further use, often as secondary and unwritten objectives. A shortened form of the course could be sequenced to address each skill cluster directly at least once by choosing those lessons in which the skill clusters are included in the objective. Another alternative would be to assess the students' skill development through a pre-course experience during which the facilitator would engage students in a series of exercises in which students would be required to demonstrate life skills and fill out the Life Skills Check List. Introductory Lesson 1, in an expanded version, could be used as a model. The facilitator could then set priorities according to the skills which appear to most require practise, and select lessons accordingly.

The facilitator should be aware that sequences suggested in this manual are only suggestions, and not prescriptions. If he keeps open to the students' needs he may identify critical points at which students appear to be ready to learn certain skills, and he should not hesitate to use a lesson out of sequence if it seems appropriate.

Reducing the duration of the course, while possible, would undoubtedly also reduce the benefits. Behavioral skill development is a gradual process requiring time and a certain amount of practise. To shorten what is already a relatively brief course with high ambitions, may have the effect of reducing its effectiveness below the level of acceptability.

The Basic Format. The Life Skills lesson model used in a majority of lessons combines techniques of counselling with techniques of education and skill training. The facilitator's role is to enable group members to share their knowledge and concerns about problems and issues; seek information to verify and/or expand present knowledge; explore solutions to problems and alternatives to issues, and practise new skills; and then to apply knowledge and skills in solving problems or resolving issues.

The basic lesson plan has five phases: the Introduction, the Discussion, the Objective Enquiry/Skill Practice, the Skill Application, and the Evaluation.

In the Introduction, the facilitator presents the problem. In each lesson the Introduction is designed to stimulate interest through provocation, information or questionning. This may involve using a film, a game, a questionnaire, or an exercise. Whatever method is used by the facilitator the aim should always be to stimulate discussion among group members.

In the Discussion, the students are encouraged to express their knowledge, opinions and feelings related to the stimulus in the Introduction. The facilitator uses counselling techniques and remains nonjudgemental in helping students to express their concerns. In this phase, students share ideas and knowledge about the topic before begining the investigation inherent in the next phase.

In the Objective Enquiry/Skill Practice phase of the typical lesson, students and facilitator strive to expand their knowledge of the topic, and to develop new skills that may be useful in dealing with the topic or problem. Students and facilitator search for answers to questions they may have by using films, books, magazines, resource persons, check lists to examine behavior, or video feedback for the same purpose. The facilitator may adopt the role of teacher, and teach skills or knowledge.

The Resource Kit and the Coaching Manual provide ready made materials, or sources of materials and personel that may be useful in this phase. The facilitator should keep in mind that the ready made materials are the minimum materials required, and he or she should supplement these materials from other sources. It is important that students have available to them several sources of information, knowledge, and skills so that they do not depend exclusively on one source, and so that they can verify the information they get. If, in the course of searching for information, students discover skill deficiencies they learn and practise the new skills in the Objective Enquiry/Skill Practice phase.

In the Skill Application phase, the facilitator helps students apply knowledge and skills to the solution of a problem. Whenever possible, the skill should be applied in a real-life situation. In some lessons no alternative is given since it may be essential that a real-life situation be used. In other lessons simulations of real-life are suggested. The facilitator should recognize that the here and now situation of the group can be an appropriate real-life experience, but in some lessons, for example, Community Ethical Systems, it is imperative that students work outside the classroom if they are to achieve the objective of the lesson. In other lessons it is essential that resource persons bring the real-life situation into the classroom. The key to this phase is the requirement that students apply their knowledge and skills in dealing with a problem which may be a tangible situation, an interpersonal encounter, or a new concept.

The Evaluation phase of most lessons has the students and the facilitator assess what they did, and how they helped each other. They evaluate the process and skill achievements of the group members, including the facilitator. They are also asked to evaluate lesson content, materials, and process. This will help the facilitator to adjust lessons for future use. Much of the evaluation is informal, through discussion and expression of feelings, but videotapes and check lists are also used in some lessons. The facilitator's main tasks in the evaluation phase are to note individual student's need for further skill practise, and to plan ways to provide this practise.

In most lessons, the lesson plan is very specific in providing directions to the facilitator. The highly prescriptive style used in most lessons is a description of one way of reaching the objective and rests rather precariously on a visualization of a typical group and a typical facilitator. Since the typical group and typical facilitator are hypothetical, the facilitator will be required to adjust lessons to suit his own style in meeting the needs of the real students in the Life Skills group.

In summary, each printed lesson contains: an Overview which provides background information and rationale for the lesson, and which relates the lesson to the developmental tasks of adolescence, to one or more of the Life Skills tracks, and to a cluster of skills that are directly addressed in the lesson; an Objective which specifies the behaviors students practise in the lesson; a statement of the minimum Resources Required to conduct the lesson as written; and prescriptive descriptions of the Introduction, the Discussion, the Objective Enquiry/Skill Practice, the Skill Application, and the Evaluation phases of the lesson.

Techniques Used in Lessons. The lessons in this manual assume certain skills and knowledge on the part of the facilitator. While the course is intended for use by trained Life Skills coaches even a trained facilitator will from time to time find it necessary to review techniques learned during coach training. The facilitator should use The Dynamics of Life Skills Coaching to occassionally review his techniques. The written lessons often specify that a certain technique is to be employed, but the facilitator can use a technique in a variety of ways, and should vary the basic patterns of use in order to prevent the onset of boredom which can result from overuse of a certain technique in a certain way. Several lessons suggest role-play for example, but role-play can be done in several ways. It is the facilitator's responsibility to review and use the different ways of role-playing.

Planning Ahead for Lessons. Virtually all lessons require detailed planning and preparation on the part of the facilitator, expecially if the lessons are being used for the first time. Preparation should be thorough enough to allow the facilitator to give his undivided attention to the students without the distraction of having to refer frequently to the written materials or having to locate equipment.

In addition to being well prepared for each lesson the facilitator will have to plan weeks in advance of using certain lessons that may require ordering a film, obtaining special materials, or arranging for the services of resource persons. The following lessons all require advance planning of more than one week and in some cases of several weeks:

Introductory Lesson 2: Surveying Life Skills

Requires ordering of a film (optional).

Lesson 1: Non-Verbal Communication

Requires ordering of a film (optional).

Lesson 11: Adult and Adolescent Discussion

Plans must be made, resource persons selected, and invitations extended at least two weeks ahead of time.

Lesson 12: Sex Problems

Materials must be ordered, resource persons located, parental and school board permission obtained, starting at least one month ahead of time.

Lesson 14: Vocational Choice #2

Guidance counsellor should be contacted well ahead of time.

Lesson 15: Using Helpful Group Behaviors

Community resource persons must be decided upon and invited at least two weeks ahead of time.

Lesson 19: Looking One's Best

Resource person should be located and invited well ahead of time.

Lesson 20: Community Ethical Systems

Film must be ordered well in advance of the lesson date, and the structure of the lesson must be decided upon.

Lesson 21: Vocational Choice #3

The services of a guidance counsellor should be obtained (somewhat optional).

Lesson 23: Teachers and Students

The lesson involves teachers so plans for time and place should be made at least two weeks ahead of time.

Lesson 26: Clarifying My Values

The facilitator will have to decide upon appropriate exercises from the suggestions in the lesson and prepare accordingly.

Lesson 27: Appropriate Rules of Conduct

The lesson involves teachers so plans for time and place should be made well ahead of time.

Lesson 30: Deferring Judgement

The film, The Eye of the Beholder must be ordered from one of the sources listed in the lesson.

Lesson 31: What is Education?

Several weeks ahead of time, the facilitator will have to make a decision on the appropriateness of the lesson. If he decides to proceed with it, a film will have to be ordered.

Implementing the Lessons. The following is a suggested sequence of activities which may be found useful as a guide in preparing for each lesson.

Step 1 - Several sessions ahead of time, read through the lesson carefully in order to clarify its intent and processes.

Step 2 - Decide whether it is appropriate for use with the group, and modify the lesson accordingly.

Step 3 - Order and collect any materials required, and contact resource persons.

Step 4 - Prepare sufficient copies of forms and written materials required.

Step 5 - The day before the lesson is to be used, go through it in detail ensuring that the techniques to be used are committed to memory, that forms are thoroughly understood, and that all equipment and materials will be available.

Step 6 - Immediately before the lesson begins, ensure charts, drawings, or other materials and equipment are ready for use.

Step 7 - Remind yourself that your obligation is to the students, not to the written materials and equipment.

PART III: ARRANGING THE SETTING

Research has indicated that the "physical setting" in which the program is offered affects student behavior. Insofar as possible this aspect should be considered as arrangements for Life Skills sessions are made.

Location. Life Skills For Northern Adolescents is intended for use primarily with "in-school" students, those who are enrolled in junior or senior high school. Because of this, most often the Life

Skills classroom will be in the school building. However, in some locations there may ve an alternate choice of accomodation, such as a room in a church basement, in a community hall, or in adult education facilities. The facilitator should give serious consideration to the possible effects that a move to a location outside of the school might have on the mood of the Life Skills group. If such a move could help in creating a more relaxed, less formal, more flexible atmosphere, and if the location offers acceptable accomodations according to the factors discusses hereafter, the facilitator should seriously consider using the alternate location.

The following factors should be considered in making this decision:

1. The effect on public relations within the school. Will a move to a location outside the school create an atmosphere of suspicion on the part of colleagues?
2. Atmosphere of the school. Do the students see the school in a negative or positive light? Perhaps the students would prefer the atmosphere of the school.
3. The effect on parents and community. Would moving outside the school negatively affect parents' attitudes towards Life Skills?
4. Ths suitability of accomodations. Which accomodations best meet the criteria of space, lighting, floor covering, etc.?
5. The wishes of the students. Which location would students prefer? The students should be involved in making this decision to as great an extent as possible.

Space. The Life Skills room should be large enough to accomodate a group of 12 - 16 people, with allowance being made for space to accomodate additional people when they are used as resource persons or when teachers or parents are involved in lessons. A typical classroom would be of adequate size. The floor space should allow sufficient room for different group activities such as small group work, round table discussion, role-plays, trust exercises, and group development games.

Lighting, Heating, and Ventilation. The room should have good lighting and enough electrical outlets for the variety of audio-visual equipment needed. The room should be well ventilated since it will often be used for three consecutive hours at a time. Heating should be adequate and controllable.

Furnishings. The furniture in the Life Skills room should be comfortable and versatile. Regular classroom desks are not adequate. If "lounge-type" chairs are not available, regular chairs and some tables should be provided. If possible, the tables should be of a type that permit arrangement in various configurations. Some extra furnishings should be readily available to be used by guests or resource persons.

Floor. During some of the planned activities the students sit or lounge on the floor. The floor should be free from draughts, and if possible, covered with rug material. If no rug is available and cannot be obtained, students should be asked to bring floor mats, cushions, pieces of cloth, old blankets, heavy brown paper, or some other materials that can be used to sit or lie on during sessions.

Storage Space. Adequate shelving or cupboard space is essential for the storage of resource materials and equipment. An itinerant facilitator will carry much of his material with him, but certain materials and equipment can be left in the training room. In some circumstances it may be necessary to have storage space that can be locked.

PART IV: WORKING WITH OTHER PEOPLE

Public Relations Within the School. The Life Skills facilitator acts as a public relations agent for the Life Skills course as it operates within the school. To help ensure the smooth running of the course, the facilitator should take the time to help the administrators and other teachers in the school understand the purpose and content of Life Skills. The school principal is generally responsible for the operation of the school, and is the facilitator's most important contact in the school. He or she should be kept informed of course progress, and should be used as a resource person. The facilitator and students should decide upon a policy towards visitors, whether they must be invited, whether they may drop in without invitation, and whether they must participate or may just observe. The principal and other staff members should be made aware of this policy.

Life Skills will have benefits to teachers since students' behaviors should improve as a result of training. Teachers can expect better attendance, better study habits, better communication skills, increased self-confidence, better planning skills and greater maturity on the part of those students who participate in Life Skills. Teachers should be asked to serve as resource persons, to assist with student evaluation, and to reinforce improved behaviors. In return, the facilitator must be prepared to bring his unique skills to bear in helping teachers with problems they identify and which he can help them with. Results of student projects which are of a non-confidential nature and which may be of interest to the school staff should be made available to them.

In summary, the facilitator should be prepared to practise his human relations/interpersonal communications skills in dealing with his teaching colleagues.

Public Relations Outside the School. Life Skills will arouse the curiosity and interest of people in the community. The facilitator will have the responsibility of serving as a public relations agent to the local school board, parents, community human service workers, and school officials such as superintendents and consultants. While most community members will be interested and should be informed, it will be essential that parents have a knowledge of Life Skills.

Several approaches may be appropriate in informing parents of the objectives and processes of Life Skills. Perhaps the best way is for the facilitator to visit students' homes and talk directly to the parents. This approach has several advantages; the parents and the facilitator become directly acquainted, the facilitator can adjust his description and explanation to suit the needs of the situation and thus ensure understanding, and he will learn something about the student's life space that he may not learn in any other way. Before visiting students' homes, the facilitator should advise students of his intention and purpose, and he should make an appointment with the parents.

A second approach that may be appropriate would be to invite parents to visit the Life Skills classroom singly, in pairs, or as a group. The facilitator could then explain the program to them and perhaps engage them in using some of the techniques and equipment of the course.

A third approach might be to take advantage of a Home and School meeting, or a Local School Board meeting at which a number of parents could be reached.

Other approaches may be possible, and the facilitator will probably find each of the possible approaches to be appropriate at one time or another.

In summary, the facilitator should remain aware of the need for diffusion of information, but should remain equally aware of the need for confidentiality about specific information shared in the Life Skills group.

Locating and Contacting Resource Persons in the Area. Several of the lessons require the services of resource persons, while other lessons could benefit from such services even if the presence of a resource person is not essential.

In most larger northern communities a fairly wide range of resource persons will be available and known to the facilitator, students, principal or teachers. In smaller communities, resource persons may be more difficult to engage. In the case of smaller communities it may often be necessary to bring in resource persons from another location.

Several of the lessons listed under Planning Ahead for Lessons identify resource persons whose services are required during the sessions. In most cases, suggestions are made in the lesson text regarding procedures for locating resource persons. These people should be contacted well ahead of time, and the facilitator should be prepared to outline their roles and duties before expecting a commitment from them.

In addition to resource persons required for specific lessons it would be adviseable for the facilitator to make and maintain contact with some professional helpers who may be of service in the normal course of a Life Skills program. The facilitator should get to know as many of the following people as are available in his or her area:

Public Health Nurse
Doctor
Educational Psychologist
Guidance Counsellors
Social Workers
Community Health Workers
Lawyer
Policemen
Community Legal Aide
Indian Band Administrator
Chairman of the Local School Board or Committee
Special Education Consultants

The facilitator should not hesitate to contact a resource person at any time if he or she feels that a problem being encountered by a student or students in the group is beyond his or her coping ability. A handy rule of thumb might be, if in doubt, contact someone who can help.

PART V: USING AUDIO-VISUAL EQUIPMENT AND RESOURCE MATERIALS

Resource Kit. This kit contains an envelope for each lesson needing special materials or forms. On the outside of each envelope can be found the number and name of the lesson, and a list of the materials needed to carry out the lesson as written. The materials listed on the envelopes are the same as the ones under Resources Required in the lesson. The Adolescent Life Skills resource kit is available from Information Canada, P. O. Box 1565, Prince Albert, Saskatchewan, Canada.

Enough copies of forms and materials are included in the Resource Kit to satisfy the needs of about 3 Life Skills groups. Some of the materials can be used indefinitely. As the forms in the kit are used up the facilitator will have to get copies reproduced either by using a copier or by having stencils typed and run off. It is advisable to replenish supplies as they are used rather than waiting until the supply is short.

The envelopes in the Resource Kit are filed according to lesson number. Since they are easy to locate the facilitator should be diligent about filing away left-over copies of forms and materials immediately after they have been used. This will ensure that the kit remains complete.

Included in the Resource Kit are the following lesson envelopes and contents:

Introductory Lesson 1: Adolescent Development
    Forms - Worries
        - "Broken Squares" - Instructions to the Observer
        - "Broken Squares" - Instructions to the Group
    Three sets of "Broken Squares"
Introductory Lesson 2: Surveying Life Skills
    3 Life Skills Check List projectuals
    Forms - Life Skills Check List
        - Life Skills Tally
        - What I'd Like To Get From This Course
        - Goal Testing
Lesson 3: Who Can I Count On?
    Forms - 5 People I Trust
        - Can I Trust Them
        Community Opinion Survey
Lesson 5: Peer Group Values
    Forms - A List of Values
Lesson 7: Expressing Feelings
    6 Family Role-Play situation cards.
Lesson 8: Economic Independence In Our Community
    Forms - 5 WH Record Form
Lesson 9: Describing A Problem Situation
    Forms - Opinion Survey Tabulation
Lesson 10: Balanced Self-Determinism
    Audio cassette tape - B.S.D.
    8 Role-Play situation cards

Lesson 12: Sex Problems

V.D. Films list

Prince Albert Health Region V.D. Presentation Outline

2 Family Planning Publications lists

Forms - Parental Consent Form

- Venereal Disease Questionnaire #1

- Venereal Disease Questionnaire #2

Lesson 13: Vocational Choice #1

Forms - A Summary of a Problem Solving Process

Lesson 15: Using Helpful Group Behaviors

Forms - Helpful Group Behaviors

- Harmful Group Behaviors

Lesson 16: Your Rights On The Job

Forms - Rights Questionnaire

Audio cassette tape Employee - Supervisor Talks

10 Case Study cards

Labour Rights Material List

Lesson 17: Sexism in Society

Forms - Sex Role Statements

- Roles In Our Community

Excerpt from Report of First Alberta Native Women's Conference, 1968

Lesson 18: Independence From Adults

Forms - I.R. Forms

- Problem Situation

Lesson 19: Looking One's Best

Forms - How Might I Improve My Appearance?

- Organizing for Opportunity

Lesson 20: Community Ethical Systems

Forms - Organizing for Opportunity

Lesson 22: Resolving Arguments

Forms - Effective Actions in the Fair Fight

Videotape, Fighting Fairly - or - Resolving An Arugument

2 pairs of Role-Play situation cards

Lesson 23: Teachers and Students

Copies of Old Woman - Young Woman pictures

Lesson 24: Changing A Behavior

Forms - Modified Organizing for Opportunity

Lesson 26: Clarifying My Values

Forms - Personal Values Checklist
- "I Learned" Statements

An excerpt, "Values Clarification - A Tool for Counsellors"

Lesson 27: Appropriate Rules of Conduct

Forms - We'll Need Some Rules

Lesson 28: The Things I Can Change

Forms - Force Field Analysis #1
- Force Field Analysis #2
- Force Field Analysis #3
- Force Field Analysis #4
- Organizing for Opportunity

Lesson 29: The Right To Choose

10 Situation Cards with probably answers

Lesson 30: Deferring Judgement

Forms - Questionnaire on "The Eye of the Beholder"
- Smith Family Questionnaire

Smith Family projectual

Lesson 33: Skills Review and Practice #2

Forms - Presentation Record

Evaluation Lesson 2: Evaluating the Life Skills Course

Forms - Course Evaluation

Miscellaneous Package

Several games, excerpts, articles, etc., that the facilitator may find useful.

Video Equipment. The facilitator should ensure that VTR equipment is available before beginning the first lesson. The equipment should include a recorder/playback, a camera with tripod, a monitor, and several blank videotapes. If a choice is possible, it is recommended that portable equipment be obtained since this has the versatility necessary if students are to use the equipment in lessons requiring them to leave the classroom. In anticipation of this use of the VTR equipment the videotapes in the Resource Kit are the 30 min. reel-to-reel type.

The facilitator should ensure that the equipment is well maintained, batteries charged and cords periodically inspected. It is both frustrating and wasteful of time to find that equipment will not work when it is needed.

Films Used in the Course. In several of the lessons 16mm films are suggested as resource materials. While most lessons contain suggested alternatives to the use of films, whenever possible, the films should be obtained and used. Under the heading Resources Required are suggested sources of films, but in different areas the facilitator will have to locate his own sources. It is important that films be ordered well in advance since there is usually a waiting period of weeks in the supplying of a film.

The facilitator, in the course of adjusting his lesson plans and materials, may decide to use more films or may decide to substitute films. Before beginning the course, the facilitator should obtain copies of National Film Board catalogues and the audio-visual catalogue for the provincial or territorial Department of Education. These will be available in most schools as well.

Miscellaneous Equipment and Materials Required. Under Resources Required will often be found listings of equipment and materials that are necessary in a lesson, but that are not provided in the Resource Kit. These are generally materials that can be obtained locally without difficulty.

A handy piece of equipment that the facilitator should have is a good audio cassette recorder with several blank tapes of varying length. This will be useful to the facilitator, and can also be used by the students in carrying out interviews and surveys.

The school is a source of equipment such as slide projectors, 16mm projectors, and overhead projectors. The facilitator should ensure that he becomes familiar with the equipment booking systems of the schools in which he conducts Life Skills sessions so that he can obtain equipment when he needs it.

It is essential that the facilitator prepare individual student folders before beginning the course. These should be kept in a secure place since some of the materials in the folders will be of a confidential nature.

Most classrooms will be equipped with adequate chalkboard space, but the facilitator should have a flip chart available. Many of the charts and diagrams used in lessons are reusable and flip chart pages can be kept for future reference. The flip chart is also more versatile as a piece of teaching equipment, as it can be moved around, and can be used to conceal prepared charts and diagrams.

At times students may not wish to spend a full three hour session at work, so the facilitator should be prepared to provide something in the way of leisure time materials, paperback books, magazines and games such as Zen blocks, cards, or group games such as Community. A good source of cooperation games such as "Zen Blocks" and "Community" is: Family Pastimes, Box 309, Boissevain, Manitoba. R0K 0E0. Periodically, the facilitator may run across a film that can be effectively used to combine a period of relaxation with the learning content of the film.

Included in the Resource Kit is a miscellaneous envelope of materials that the facilitator can use as he deems appropriate.

Facilitator Developed Materials. The Resource Kit provides a basic supply of materials essential to the running of the Life Skills course, but the facilitator will have to supplement these materials with multi-media supplies of his own choosing.

Pamphlets, books, audio tapes, newspapers, and magazines can be collected to provide supplementary resources. Many of these materials can be obtained free of charge from government agencies or private companies. The facilitator can get lists of free materials from various sources; the school, the guidance counsellor, the A/V consultant, social workers, and so forth. Other materials may be obtained at relatively low cost by placing orders through the educational system.

When collecting materials, certain criteria should be applied. Does it relate to a Life Skills topic? Does it relate to the students' likes and needs? Do the materials fit the students' level of interest and understanding? Do the materials come from a variety of sources and provide a variety of facts? Do the items selected contribute to the variety of media needed: Printed? Audio? Visual? Can the materials be modified to make them interesting and useful?

The multi-media kit developed by the facilitator should serve several purposes. The facilitator can use it himself, either for teaching purposes or as a source of information for development of his own knowledge and skills. Most frequently, it will be used to help students start on a search for information that they require. The facilitator should know what is in the kit so that he can refer students to it.

When using multi-media kit materials the facilitator should vary the introduction of the materials. Materials may be laid out on a table; interesting or pertinent items may be put on display on a table or bulletin board; excerpts from articles may be read to students; slides may be shown; audio tapes may be played during a break; materials may be assigned to sub-groups; students may be made responsible for introducing materials to the group; students may be asked to contribute clippings or items; or students may be asked to develop multi-media kits for other groups

Materials in the facilitator developed kit should be available for borrowing by the students and if students wish to do so they should be allowed to use the materials in their own time. The facilitator may find it necessary to implement a lending system using library cards or an informal signing-out sheet.

The facilitator should keep in mind that the materials in his multi-media kit are for supplementary use so students should be able to use them during lessons, and also on their own at times other than the lesson period.

PART VI: MODIFYING GROUP FORMATIONS

The facilitator will find it necessary and interesting to use various groupings for meeting the needs of the students.

The Full Group. The full group is the basic group formation used in Life Skills sessions. It will be used in presenting the introduction to a lesson, listening to reports, discussions, and interviewing visitors. Usually students will be arranged in a circle with an open space in the centre. This arrangement has some marked advantages: Discussion passes around members of the group; since each person can be seen by each other person in the circle non-verbal cues can be picked up. When working on group dynamics for development of the group, this arrangement will be useful, but when working on a task requiring writing, planning, decision making, or for studying, students should have the comfort of using tables. In some exercises such as fantasy or trust, students may find it convenient to sit or lie on the floor.

Visitors should be informed of the seating arrangements since it may come as a shock to those who are accustomed to students sitting in rows to find students in a circle.

In some situations rows may be appropriate. Students making a formal presentation should become accustomed to the usual row arrangement.

The Working Group. For many tasks it will be more convenient to use smaller groups of four or five students working together. This smaller group usually organizes itself readily, and yet provides a good range of human resources. The shy student is more likely to respond in the smaller group.

The Triad. This formation lends itself well to role plays and counselling. Two people interact while the third observes. The observer may interrupt the action to interpret the interaction by telling the actors what he or she sees and hears. This formation is useful in skill practice or feedback sessions.

The Dyad. This grouping is useful in counselling, skill practice and feedback sessions. Shy persons may find it easier to participate in a larger group discussion after practising with a colleague in a dyad.

The Group-on-Group. This arrangement is sometimes called the Vignette or Fish Bowl. Two fairly equal sub-groups are formed and seated so that one sub-group forms an inner circle and the other subgroup forms an outer circle around the one already formed. The people in the inner circle discuss a topic, while the people in the outer circle observe individuals or the group as a whole. As long as people sit in the outer circle, they remain silent. After some time, the sub-groups exchange places, and the discussion continues as before; the inner circle discussing, the outer circle observing. Finally, the two groups join in one large circle to discuss the topic. The formation should be explained to visitors who probably have not used it before.

Guiding Group Development. The facilitator must guide the learning of his or her students by supporting mature group development. In the essay, "Life Skills: A Course in Applied Problem Solving", in the book of the same name, the need for a strong group is explained. If the learning group does not develop as it should through the use of the written lessons, several alternatives are open to the facilitator. The advice of a supervisor or Life Skills consultant might be sought. The facilitator might review the Life Skills Coaching Manual, or he or she might go to the references given in the bibliography to the article, "Training The Life Skills Coach" in Life Skills: A Course in Applied Problem Solving.

PART VII: ADJUSTING THE COURSE

The Target Population. Life Skills For Northern Adolescents is intended for use with in-school adolescents between the ages of 15 and 19 years. Limited experience has shown that students below the age of a mature 14 year old do not benefit from Life Skills training to a significant extent. Superficially, it appears that younger students lack the maturity to want to exercise more control over their own lives, and seem unable to maintain an adequate level of involvement in the activities of the course. Much more extensive experience with the course may provide more objective data to support these superficial observations, or to disprove them.

With appropriate adjustment of the materials and cognitive content of the course, it should be possible to use the program with students who fall into a relatively wide range of academic achievement. However, the course is intended for use with students in junior or senior high school.

The target population visualized in preparation is a mixed group of Indian, Metis, and Euro-Canadian students with a majority of Indian and Metis since these two groups form the majority population in most northern communities. It is anticipated that a group will generally be composed of a mixture of male and female students and this mix should be maintained for almost all lessons, except perhaps parts of Lesson 12: Sex Problems.

Cultural Factors. Life Skills has been used with a fairly wide range of cultural groups and has met with varying degrees of success. The facilitator who is responsible for conducting Life Skills sessions in a specific cultural milieu will also have the responsibility of becoming knowledgeable about that culture. Before embarking upon a career in Life Skills coaching in a northern setting, the facilitator should acquaint himself or herself with the historical background, social patterns and current problems of northern people.

There are several ways in which this matter may be approached. Representatives of native organizations are usually knowledgeable about social patterns and current problems. Professionals with northern experience usually can offer advice. In each community are people, often elders, who are willing to discuss historical patterns and changes they have experienced. Parents can be of great assistance in interpreting the needs of young people in the community. Universities, Indian cultural colleges, and libraries can provide a wealth of reading material that can be useful. Some "must" readings are suggested further on in this manual. One ready source of information and knowledge that no facilitator should overlook is the students themselves. Young people often have a clear and idealistic view of what is and what could be. The facilitator who is as willing to learn form his students as he expects them to be willing to learn from him, may meet with unexpected success in winning the confidence of the students.

The facilitator who has not worked with northern adolescents can expect to find some characteristics that will apply to most groups, but of course, not to all. Students may be accustomed to a highly structured classroom situation, and may be reticent about using the relative freedom of the Life Skills class. The facilitator will have to be patient, and will have to show by example that the freedom to try new behaviors is real. Students may often be quite silent and seemingly withdrawn. As the facilitator earns the confidence and trust of students, and as he or she patiently persists in drawing students into discussions and conversations, this problem should diminish. The facilitator may initially judge students to be indifferent or passive. It is probably true of many northerners that they tend to be less demonstrative with strangers and with each other than their southern counterparts, but as the facilitator learns to identify subtle, often non-verbal cues, and as he learns to view his students as individuals, it will become more obvious that students are far from passive. Northern students who are often more accustomed to using their native language than English may have some difficulty in coping with the Life Skills jargon. The facilitator should continuously check for understanding, and may find it necessary to conduct a lesson on Life Skills language.

Ideally, the facilitator of Life Skills for Northern Adolescents should be a trained person of native background. If the facilitator does have this background, and if he or she has proficiency in the native language, there will be a distinct advantage to the students. Discussions can be carried out in a choice or mixture of languages, increasing the likelihood of effective communication, and the facilitator will be starting from a point of inside knowledge of the needs of northern youth.

Meeting Special Problems of Students. The Life Skills lessons provide plans for an idealized group. No real group will meet the standards visualized. The Life Skills course should deal with real problems that real adolescents face. Often the situations encountered in the Life Skills group will be complex and beyond the facilitator's control and competence. Coach training equips the facilitator to discuss these problems with his supervisor and resource persons while maintaining the rules of confidentiality at all times. The Life Skills course is not a therapeutic cure all, but the facilitator and students can practise the valuable skill of asking for help from the right person when help is needed. The course makes no pretensions about being self-contained and resource persons when required, and when contacted, should be made aware of the fact that the program recognizes outside resources as an essential part of the course.

Adjusting Printed Materials to Meet Individual Needs. The facilitator may occassionally have, in a Life Skills group, a student who may have difficulty in coping with printed materials. While the Life Skills lessons depend heavily on the printed word there are some ways of overcoming this dependency. If there are non-readers or poor readers in the group their needs must be provided for: Pair a poor reader with a better reader; read forms or other materials to a small group; prepare taped readings of materials used in a lesson; ask a good reader to prepare taped readings for other students. The possible boredom that the good reader may experience if all forms are read aloud should not be overlooked. The facilitator should use sub-groupings when appropriate and possible.

The student who has difficulty with printed material probably has other communication channels which are well developed. These should be used and further developed since that individual will probably have to use these in the future in compensating for his or her lack of reading skill.

Adjusting For Regional Differences. It is re-emphasized here that the facilitator will have to adjust the materials and content of the course, develop new lessons, or supplement present lessons so that the program remains relevant and vital. The section in this manual "The Basic Lesson Format", and the article, "The Life Skills Lesson" in the book, Readings in Life Skills, describe design specifications for lessons.

Smaller communities will often provide a limited range of resource persons. When resource persons cannot adjust their schedules to suit the date and time of Life Skills sessions, the facilitator may have to arrange the lesson sequence to suit the resource person. However, to as great an extent as possible, use local resources since students will have to use these often limited resources in solving their problems outside of the classroom. This limitation should be kept in mind when setting criteria for solutions to problems. In small communities with limited resources it may be necessary to depend on a few resource persons to serve several roles. There may also be a need to depend more heavily, in the Objective Enquiry/Skill Practice phase, on the use of films, video tapes from other groups, printed materials, or audio tapes made by resource persons who are willing to help, but cannot be there in person.

Facilitating More Than One Group at a Time. Under some circumstances, such as a series of smaller schools connected by road, it is quite possible that in the interests of economic and administrative efficiency, a facilitator may be asked to travel from school to school conducting one or more Life Skills classes in each of them. This situation would create some difficulties that would have to be overcome by the facilitator, principals and superintendent of education.

It will be necessary to ensure that three hour blocks of time are timetabled in a reasonable sequence in the schools. Timetabling should allow sufficient time for travel, setting up of the Life Skills classroom before a lesson, individual counselling with students, and time to get to know parents and the community. Depending on the distances to be travelled it will be necessary to decide how many groups a facilitator can coach effectively at the same time. In some situations it may be necessary to make staff teachers responsible for the Life Skills program in the schools and have the trained facilitator act as consultant to the teacher-facilitators. Whenever possible, the facilitator should attend the Life Skills sessions and co-coach with the teacher. This system would use the professional knowledge and knowledge of the community and students that the teacher has, and the knowledge of Life Skills content, process and techniques that the trained facilitator has.

In a single large school, a facilitator may be required to work with several classes. This has the disadvantage of diluting the facilitator's possible involvement with the students, but also allows for the acquisition and efficient use of extra equipment and materials.

Perhaps a word of caution should be offered. To a great extent the success of Life Skills depends on the in-depth relationship achieved between facilitator and students, and requiring a facilitator to work with several classes may negatively affect this in-depth relationship. Allowing time for contact between facilitator and students,outside of the classroom,should be considered when timetables are being made.

An itinerant facilitator will encounter additional practical problems. It is unlikely that equipment can be duplicated in each Life Skills location so it will be necessary to transport VTR equipment, audio cassette recorder, Resource Kit, and perhaps the facilitator prepared multi-media kit from location to location. In addition to being inconvenient this arrangement will cause extra wear and tear on the equipment. It would be adviseable to have suitable packing cases designed and built to ensure that damage to equipment is minimized. Under these conditions highly portable equipment would be recommended. The SONY Land Rover recorder and camera, combined with a light but sturdy tripod, and a 12 inch monitor, provides good quality and accessible servicing with a high degree of portability.

The maintenance of accurate student records will increase in importance with the increase in the number of students participating in Life Skills under one facilitator. In addition to the usual evaluation procedures the facilitator should be prepared to maintain records of his daily observations of student progress and development, and he should refer to his previous records before each session begins in order to review student progress and remind himself of what happened in the previous session.

Continuous Intake. In some situations it may be necessary to deal with the arrival of students at times other than the "start" of the course, and with the departure of students at times other than the "end" of the course, or to put in another way, on the basis of continuous intake. This may be considered a handicap, but it does provide opportunity for a genuine learning experience for students. The arrival of new students will give the seasoned ones an opportunity to teach the skills that they have learned to use in the Life

Skills lessons; new arrivals enable the seasoned students to demonstrate exercises and skills, and to explain concepts. This can be an effective learning experience as students gain insight from demonstrating skills, watching someone else learn them, and observing changing behaviors. It must be recognized that new students will lack knowledge of details of the course, and they will also lack the the trust and confidence that other members will have. Established group members should be consulted in making plans for the inclusion of new arrivals.

Some students may have to leave the course before it officially ends. The facilitator has a responsibility to provide these students with a terminal evaluation of their development in Life Skills. This can probably best be accomplished in an individual counselling session. Informal records and formal evaluations of student progress, if regularly completed and maintained, will enable the facilitator and student to chart the student's progress from the beginning of the course to the terminating date.

PART VIII: FACILITATING ADOLESCENT GROUPS

School Restrictions. If Life Skills is being offered within the school building, the facilitator will probably have to adhere to the rules of the school. This matter should be discussed with each principal as school regulations will vary significantly among schools. It is possible that principals and teachers may agree to make exceptions to some of the school rules, but unless there is clear understanding of the reasons for exceptions being made, resentment and suspicion may arise. The facilitator will be a member of the school staff while he is there, and he should remain aware of the public relations role. If he finds the school atmosphere too restrictive it may be necessary to investigate the possibilities of alternative accomodations with the principal and supervisor. Students of course, should be aware of the rules that they will be subject to.

The Here And Now. The facilitator should be aware of the potential for problem-solving activity in the "here and now" problems of students. Without getting into a stilted pattern, the facilitator should check at the beginning of each session to find out whether any of the students have immediate problems that could be addressed by the group or by the facilitator alone. A student concern should not be brushed aside lightly since bringing it up means it is of significance to the student.

The orientation of Life Skills For Northern Adolescents is towards development of Life Skills that will be useful in the future, but adolescence is a difficult period of life and unless students can cope with the "here and now" it will be difficult to convince them of the validity of developing an orientation to the future. Remediation of existing problems does not preclude the teaching of skills that will be useful in the future. The school of thought that says, "Let's forget about the present and plan for a brighter future" shows a lack of awareness of the affective needs of people. For most people, present needs must be filled before the future can be reasonably considered. By helping students deal with "here and now" problems the facilitator can help them develop skills that may prevent the recurrence of similar problems or that may enable them to cope with problems that may arise in the future.

It is most important that the facilitator maintain a belief in this, the counselling component of Life Skills.

Learning About Adolescence. Most facilitators who take training in Life Skills coaching will be oriented toward working with adults. It is important that a facilitator who works with adolescents gain some background knowledge of this period of human development. Several books are suggested in the section, ESSENTIAL COACH READINGS in this manual, but other sources of information are also available.

The Saskatchewan Department of Education Film Manual lists several films on adolescence under code 136.73, Adolescent Study. Guidance counsellors, educational psychologists, nurses, teachers working in high schools, and other resource persons can recommend sources of information or can personally provide information. Libraries can provide books, pamphlets, and periodicals that may be useful.

If the facilitator is involved with adolescents of Indian, Eskimo, or Metis background he can get information specifically related to young people of native background by contacting several sources: The Indian Cultural College, 1402, Quebec Avenue, Saskatoon, Saskatchewan; The Indian and Northern Education Centre, University of Saskatchewan, Saskatoon; and The Institute for Northern Studies, University of Saskatchewan, Saskatoon, are regional sources of information. The Training Research and Development Station in Prince Albert has an excellent collection of microfilms among which are a good number dealing with native adolescents. These require specialized equipment for viewing, so a visit to TRANDS would be worthwhile.

Some Adolescent Characteristics. Adolescents in general, but not in specific, may display certain attitudes and characteristics that a facilitator should be prepared for. They will come as no surprise to the facilitator who has done background study or who has worked with adolescents, but a few of the more general ones should be mentioned.

The adolescent is often preoccupied with problems related to home, school, physical development and condition, appearance, emotional instability, social sdjustment, vocation, values, and identity. The facilitator can anticipate finding plenty of real-life, here and now problems around which to structure problem-solving exercises. The problems may appear to be insignificant to the facilitator, but he must believe that they are important to adolescents.

Adolescents may be wary and suspicious of adults. Teenagers often do believe that "you can't trust anyone over thirty". The facilitator, who will be older than the students, cannot expect to gain instant respect and trust. He or she will have to earn this respect and trust by demonstrating real concern, empathy, and confidentiality. In a sense the facilitator may have to isolate many of the things that happen or are discussed in the group. With an adolescent there is probably no faster way to alienation than betraying a confidence.

Adolescents may often be afflicted by wide and abrupt changes of mood. They are easily "set off" so the facilitator will have to adjust, often on the spot, to individual or group changes in mood.

Adolescents are often highly idealistic and do not compromise easily. Human relations skills are often the skills of responsible compromise, and the facilitator should be prepared to model this behavior if he or she expects students to do the same.

Many adolescent students have difficulty in solving their problems. While northern adolescents do gain considerably more independence from parents at an earlier age, they are dependent on them for their basic needs, and consequently many of their decisions are influenced by parents. In the traditional school setting students are usually under the control of teachers and get inadequate opportunity to deal with their own problems. Decisions are made by teachers and are regulated by the rules of the school. If the facilitator and the group demonstrate competence in assisting students with problems, it is likely that they will readily present their problems and use the resources of the group in working through them. The facilitator should resist the temptation to solve students' personal problems for them, but should instead help students use problem-solving skills in finding their own solutions. Students should not develop a dependancy on the facilitator.

The maturity level of students in a Life Skills group may show a wide variation even though students' chronological ages may be similar. People mature at different rates, and in adolescence, chronological age is an unreliable measure of maturity. The facilitator must be willing to accept and adjust to the individual differences among students. If he expects the whole group to start at the same level of skill development, and go lock-step through the process of skill acquisition, he is bound to be disappointed and ineffective.

Northern adolescents may show less concern for the future than their southern counterparts. Under conditions of poverty it is more valid to think about immediate matters than to set one's sights on a distant future. Using one of the principles of contingency management that an immediate though weak reward can be a more powerful motivator than a powerful but distant one, the facilitator should be prepared to use an immediate reinforcer for appropriate behavior. Instead of saying, "You will be a good problem-solver when you have finished the course", he might say, "You did an excellent job of defining that problem." The facilitator should be "immediate".

The approval of an adolescent's peer group will probably be more important to the adolescent than the approval of the facilitator. The facilitator who recognizes this will see the necessity of allowing the group to make its own rules to as great an extent as the school setting will allow. It will also be necessary to allow students to apply the consequences for infringements of the rules they set. If at first the students do not appear to accept this responsibility the facilitator will have to be patient in demonstrating his unwillingness to become the authority figure students may expect him to be.

PART IX: ESSENTIAL COACH READING

Coach training is only the beginning of competence in facilitating Life Skills groups. The facilitator has a personal and professional responsibility to expand the skill and knowledge he has acquired in life, education, and Coach training. Since the facilitator may frequently have to operate in relative isolation from Life Skills consultants there are essential readings that must be done in addition to those mentioned in the lesson plans. Some of the readings will be familiar, and may be useful for review and consolidation of knowledge, others will furnish some essential background knowledge and information. The readings mentioned here are a bare minimum, and the conscientious facilitator will seek out others.

Dynamics of Life Skills Coaching, Saskatchewan NewStart, Prince Albert, Saskatchewan. 1973.

This book, used as a manual in coach training, is an essential resource book for the facilitator. It deals with the practical tools of the Life Skills method of facilitating a learning group.

The Problems and Needed Life Skills of Adolescents, Philip W. Warren, Eugene S. Gryba, and Russel Kyba. Training Research and Development Station (TRANDS), Prince Albert, Saskatchewan. 1972.

This book from the TRANDS Life Skills series, provides excellent background information on Life Skills as it applies to adolescents. The problems and lesson modifications suggested provide a wealth of information and ideas for the facilitator who sees a need for a departure from the lesson plans in this manual. Used imaginatively, this source of information could provide material for a facilitator planned Life Skills course. The facilitator working with adolescents should consider this "must" reading before he or she begins.

Readings in Life Skills. Saskatchewan NewStart Incorporated, P. O. Box 1565, Prince Albert, Saskatchewan. 1973.

The collection of eleven essays contained in this book deal with a series of Life Skills topics. It contains essays on the philosophy and principles; on the practical matters of lesson description, implementation and problem-solving; and concludes with two lessons on evaluation, one on student evaluation and one on evaluation of the course itself. The information in this book would be especially useful to the facilitator in preparing presentations to be made to professionals. It adds detail to information which might be gained from other sources.

Contingency Management in Education and Other Equally Exciting Places; Richard W. Malott et al. Behaviordelia, P.O. Box 1044, Kalamazoo, Michigan, U.S.A. 1972.

This is an interesting book in a comic-book format, and provides the reader with the principles and techniques of contingency management or behavior modification. The beginning facilitator would do well to purchase a personal copy of this book, and refer to it periodically. Behavior modification is frowned upon by some people because they see it as a threat to individual choice. If, however, one recognizes that behavioral change is the end result of any educational endeavour, the process of contingency management becomes a set of principles and techniques for facilitating the achievement of that end.

Indian and Northern Topics. In recent years many good books have been written on the topics of Indian history, current circumstances and problems. Some are scholarly studies, while others are emotional but valid reactions. The facilitator who works with adolescents would do well to read both types of books because he or she will be relating to students on both emotional and cognitive planes.

Emotional books should increase empathy, the academic books, knowledge.

It would be impossible to list the many good, readable and inexpensive books that a facilitator might wish to purchase for a personal library, but the following are some that may be equally suitable for use by the students and the facilitator. If they cannot be purchased by the facilitator or the school system, they can be borrowed from a library.

Boulanger, Tom, An Indian Remembers, Peguis Publishers, 462 Hargrave Street, Winnipeg, Manitoba. 1971. This is an account of the life of a northern Manitoba Indian trapper.

Bryde, John F., Indian Students and Guidance, Houghton Mifflin Company, Boston, 1971. One of a series of guidance monographs, this book can be ordered in Canada from: Thomas Nelson and Sons (Canada) Ltd., 81 Curlew Drive, Don Mills, Ontario.

Campbell, Maria, Halfbreed, McClelland and Stewart Ltd., 25 Hollinger Road, Toronto 16, Ontario. 1973. An autobiographical, racially conscious account by a woman of half-breed background.

Duff, Wilson, The Indian History of British Columbia, Volume 1, The Impact of The White Man, Provincial Museum of Natural History and Anthropology, Victoria, B.C. 1964. A regional, anthropological study of recent B.C. Indian History.

Fry, Alan, How A People Die, Doubleday Publishers, 105 Bond Street, Toronto, Ontario. 1971. A current account of typical problems and prejudices encountered by individual Indian people in Canada.

Howard, Joseph K., Strange Empire, Greenwood Press Inc., 51 Riverside Avenue, Westport, Conn., U.S.A. A history of Louis Riel and his time in history, this book provides detailed information about the western Canadian insurrections of the late eighteen hundreds.

Pohorecky, Zenon, Saskatchewan Indian Heritage: The First Two Hundred Centuries, Extension Division, University of Saskatchewan, Saskatoon, Sask. A succinct, well illustrated, brief treatment of Saskatchewan Indian heritage.

Patterson, E. Palmer, The Canadian Indian: A History Since 1500, Collier-Macmillan of Canada, 539 Collier-Macmillan Drive, Galt, Ont. 1972. A fairly complete and objective study of the past and recent history of the Canadian Indian.

Robertson, Heather, Reservations Are For Indians, James, Lewis and Samuel, 35 Britain Street, Toronto 229, Ont. Deals in a compassionate way with some of the problems encountered by Indians, and the discriminations against them.

The following publications list, in some cases with reviews, the titles and sources of books relating to the study of Indian, Metis, and Eskimo history, culture, and problems:

A Syllabus on Indian History and Culture, Indian and Northern Curriculum Resources Centre, University of Saskatchewan, Saskatoon, Sask. 1970. The syllabus, intended for use in classrooms, has at the end of each topic outline, a list of references both printed and audio-visual. This book could be of great value to a facilitator in creating new lessons.

About Indians, Indian and Northern Affairs Department, Government of Canada, Ottawa, Ont. 1973. A listing of books by grade levels suitable for use in classrooms. The books listed would be useful to the facilitator and his students. The facilitator should have a copy of About Indians. It can be ordered by writing to Information Canada, Ottawa, Ontario.

Books About Adolescence. There have been hundreds of books written on the topic of adolescence. The facilitator has been referred to several sources of information in the section of this manual, Learning About Adolescence. One book that the facilitator should get and read is, Adolescent Development by Elizabeth B. Hurlock. The book is from the McGraw-Hill Series in Psychology and can be obtained by sending an order to: McGraw-Hill Ryerson Ltd., 330 Progress Avenue, Scarborough, Ontario. The cost of about $11.00 is money well spent, since the current fourth edition was updated in 1973, and gives a comprehensive study of the adolescent period of life. The extensive bibliography also provides other sources of information on adolescents.

PART X: EVALUATING STUDENT PROGRESS

Evaluation in Life Skills For Northern Adolescents is a continuous process that begins with an evaluation of students' life skills in Introductory Lesson 2, and ends with an evaluation of students' life skills in Evaluation Lesson 1 and Evaluation Lesson 2. Students do not pass or fail the Life Skills course, though they benefit from it in varying degrees. Students are not graded, and any attempt to rate students by marks or letter grades should be avoided. Evaluation should be for the benefit of students, and this can best be accomplished by interviews and group evaluation sessions. If school administrative procedures demand an accounting to parents, this can best be accomplished through personal interviews between the facilitator and the parents.

Getting Started. Evaluation is a specific responsibility of the facilitator. It is an important part of the task of running Life Skills groups, and the facilitator who neglects this aspect of the course is being remiss in the performance of his duties. There may be a tendency, in the initial stages of beginning a course, to place low priority on evaluation and put it off "until things settle down". The obvious error in allowing this to happen is that without systematic evaluation the course may lose direction and things may never "settle down".

The evaluation procedures suggested in this section should be started in the first lesson and carried on throughout the course. However, each facilitator will work out his or her own system for using the procedures, based on realistic expectations for students as the facilitator comes to know them. Evaluation, as used in this course, is composed of two parts based on two questions: How well did the student do during the skill practise? What can be done to help him or her improve?

The Evaluative Measure. In Life Skills, the student's performance on his or her use of a new skill should be measured. The use of a skill should be the first concern rather than how well the skill is used. Though it may not always be possible to separate the two, for some students just using a skill will be a significant accomplishment. Performance should be the first objective, and then proficiency should be sought.

The Opportunity Response Scale(ORS) should be tried for measurement of student performance. It has four criterion points on it: No Response, Constrained Response, Voluntary Response, Teaching Response. The No Response criterion requires little explanation. Regardless of what the facilitator may do, the student does not use the new behavior. At the level of Constrained Response, the student practises the new skill under some sort of urging. There may be a need for asking or coaxing, some threat, or perhaps group pressure. If the student responds under constraint (or pressure) it becomes possible to assess his or her adoption of the new behavior. At the level of Voluntary Response, the student uses the new skill when the opportunity appears. If, for example, the group has practised giving responsible feedback, the student who responds at the voluntary level uses the new behavior when the chance to use it appears. The facilitator can feel secure that students have adopted a new skill when they show the Teaching Response. At this level, the student responds to the facilitator's teaching by probably saying, "I think that this skill has helped me so much that I want to show it to someone else." The student feels secure with the skill and must know it well.

As the facilitator examines the four levels of response, he will recognize that each level, No Response, Constrained Response, Voluntary Response, requires a greater degree of commitment by the student than the preceding one. The facilitator should strive to bring students up to the level of Voluntary Response, but he should also realize that this level may not be reached the first time a student practises a new skill. The student who is encouraged and rewarded in some way in using a skill, and who gains confidence in his or her use of it, will voluntarily use the new behavior given the right opportunity.

In order to keep tally of the skill development of students, the facilitator will have to prepare a Skill Development Record Book. The example shown below can be used as a form for organizing the skill record. A separate record form, will of course, be required for each student.

Student's Record of Skill Achievement on the Opportunity Response Scale (ORS)

Student's Name ______________________________

Skill Taught		Level of Achievement			
		No Response	Constrained Response	Voluntary Response	Teaching Response

The lesson objective will identify the skill or skills taught in the lesson. As the facilitator prepares to present a lesson, he should underline the skill process or processes (ie - practise, use, express, apply, etc.) in the objective to help him or her give the necessary emphasis in instructions to the students.

The following example may help to clarify what is meant in the preceding paragraph. The objective for Lesson 19 is: "Students give and receive feedback about positive and negative aspects of their physical appearance that are within their control, and use the problem-solving skill of asking and answering 'In what ways might....?' questions in order to identify some ways of improving their appearance." There are at least four processes to enter into the ORS chart: The student must give feedback, he or she must receive feedback, he or she must ask "In what ways might....?" questions, and he or she must answer "In what ways might....?" questions. Usually some way is provided in the lesson for each of the skills to be used by students, but the facilitator may have to wait for the responses to occur. Certainly they will not always occur at the voluntary level, and the facilitator may have to ask or coax a student to respond in a constrained way. Almost certainly students will require practise before they can respond at the teaching level. Some lessons require a period of time to pass before the student can apply the skills. Carefully kept records will ensure that the facilitator can map student progress, and provide a basis for counselling students about their progress.

It was noted earlier that student evaluation has two parts. One, an estimate of student progress and the second, the facilitator's intervention to increase student progress. The Student's Record of Skill Achievement just described enables the facilitator to document the first part. Careful use of the Life Skills evaluation form, Overcoming Skill Failure helps achieve the second part.

Overcoming Skill Failure. Rating the students' progress is not enough since a rating alone will contribute little to student progress. The facilitator will want to promote development based on the information gathered in the ratings. Use of a second form, as a sort of self-discipline, will help accomplish promotion of development. The following arrangement may help in effecting the second part of skill evaluation:

Life Skills Evaluation Form - Overcoming Skill Failure

Lesson ______________ Date ______________ Facilitator ______________

Student's Name	Skill Failure	Facilitator's Remedying Behavior

This form should be used as a post analysis of each lesson. The facilitator may identify a skill failure from the objective of the lesson, or a student may fail to use a skill that the facilitator had taught earlier. In either case the skill failure should be described as specifically as possible. Rather than using a description like, "Did not say anything", use "Did not give feedback". Instead of "Did not pay attention", use "Did not use eye contact". These specific behavioral descriptions should be entered in the Skill Failure column opposite the student's name.

The facilitator should make the descriptions of his or her planned "Facilitator's Remedying Behavior" specific and behavioral. Use of a term like, "Will model eye contact for him" rather than, "Try to get him to pay attention" should be used. Instead of a vague description like, "Encourage him to join in group feedback sessions" the facilitator should use a description like. "Have him contract with the group to offer people positive feedback four times during the lesson." The facilitator will find it useful to scan the skill development of the group, using this form as a guide, before each session. This will help him keep in touch with the skill development of group members. The specific behavioral objectives set in the "Facilitator's Remedying Behavior" column is in a sense a contract by the facilitator, with himself, to carry out the action specified. The facilitator should accumulate the daily forms during the course so that he can study each student's growth in response to the efforts of the facilitator. The forms can also be used as a self-checking device by the facilitator who will want to know how thoroughly he carries out his own plans.

Other Evaluation Procedures. The facilitator who prepares well for each session can give full attention to the students. In so doing he or she will pick out students' comments about the course. These comments will reveal problems students have in practising skills required of them. And of course, the facilitator should ask for feedback about his own behaviors. Coach training teaches the facilitator to value this type of feedback.

The group should be watched for the formation of limited interactions among a few members. Students will be members of cliques outside the learning group, and will have closer and more distant friends in the group. The appearance of limited interactions among members of the group may inhibit the participation of shy members or those who are "outsiders" among their peers. A learning group should allow for varied role participation and practise throughout its life, and the facilitator should remain aware of the possibility of repetitive and stereotyped interactions developing as the course progresses. The facilitator should use sociograms at regular intervals to identify the group structures, or tallies might be kept periodically to serve the same purpose. Perhaps most effective of all is use of video recordings on a regular basis to record group interaction. Each of these methods helps fulfill the first part of the evaluation process by telling the group how well it performs. The facilitator should complete the evaluation process by giving the group feedback on the results as soon as possible, and by discussing with the group the matter of new directions or goals for the group's development.

When using a sociogram the facilitator will have to choose a time when the group can work without his immediate participation. The sociogram should be as large as possible, perhaps a flip chart page, and should be turned away from students so that they cannot see the pattern develop until it is complete.

A simple tally of remarks made by students does not give as much information as a sociogram since it does not indicate who each student interacts with, however, it can be kept over a longer period of time. To complete a tally, all that is required is a list of students' names along one side of a sheet of paper, and as students speak the facilitator puts a stroke beside the name of each student each time that person speaks. A simple tally would look something like this:

George	~~////~~ /
Maureen	//
Allan	~~////~~ ~~////~~

The feedback would go something like this: "During the last ten minutes I kept track of the interactions in the group. During that time George spoke six times, Maureen spoke twice, Allan spoke ten times, etc." A simple tally can have a desirable effect upon those whose behavior is at one of the extremes, either speaking a great deal or speaking very little.

The Use of Skill Training in Evaluation. After the facilitator has gathered all of his or her evaluation data, what does he or she do with it? Mention has already been made of the need for feedback. There may be a need to use other teaching skills. Many situations created in the course provide excellent opportunities for the use of skill training techniques. Warren describes these techniques in his essay "Behavioral Skill and Role Training Approach to Life Skills" in Readings in Life Skills. His description of the practical aspects of using this technique will be particularly useful. The descriptions in the essay are illustrated with examples suggesting the very words and gestures the facilitator might use. A facilitator may choose to use them that way, or he might use the ideas as a basis for guiding his own instructions to the students.

Warren cautions the facilitator to sequence the components according to the skills and needs of the students. Use of this caution as a component of the evaluation procedures described elsewhere in this guide provides the facilitator with a strong diagnostic base on which to choose his or her instructional procedures.

In choosing an instructional tactic to use on the basis of the diagnosis of skill failure it may be that the facilitator may identify a behavior too broad to be modified efficiently. If, for example, a student is asked to interview an important person, say the mayor of the town, before he had learned to look at the facilitator when he speaks, any attempts to teach that student to interview important persons will lead to frustration on the part of both facilitator and student. It would be wise to first have him practise the skill of looking at a person he is speaking to by having him practise with a friend or even with a mirror. If the facilitator's diagnosis reveals that a student is silent in the large group most of the time, his behavior should be observed when he is in a smaller group. In each instance, the facilitator should try to determine the student's ability periphery as described by Warren. The facilitator should help him overcome his skill failure by structuring a learning situation within the student's learning periphery.

Student Records. Mention has already been made of the necessity for maintaining student records. It should be stressed once more that the facilitator should create a confidential student folder for each student before the course begins. Early in the course students will complete forms, etc., that should or must be retained, and having folders ready ahead of time will ensure that necessary materials are not mislaid. It may also be good management to have students prepare folders for their own use since they will undoubtedly wish to keep materials that they use during the course.

The Life Skills classroom will also be used for other classes so materials will have to be stored after each session. If possible, the facilitator should have a filing cabinet or secure drawer where records and materials can be kept.

PART XI: THE FACILITATOR

The Life Skills facilitator or coach is probably the single most important element in the Life Skills Course. It is his effort that will create the atmosphere, the relationship with and among students, and the structure within which real learning, cognitive, affective, and behavioral will occur.

Training. Life Skills For Northern Adolescents is intended for use by a trained Life Skills Coach. Training of coaches is now being carried out primarily by the School of Social Work, University of Saskatchewan in Regina, but other educational centres may soon be offering this training as well. The University of Saskatchewan at Regina offers coach training both as a university credit course, and as a non-credit course. Details of coach training classes, dates, enrollments, etc., may be obtained by contacting the Director, School of Social Work, University of Saskatchewan, Regina, Saskatchewan.

Persons interested in finding out whether coach training is being offered elsewhere should contact: Mr. D. S. Conger, Executive

Director, Training Research and Development Station, P.O. Box 1565, Prince Albert, Saskatchewan. S6V 5T2.

Attitude. Only those with a sincere desire to help others are suited for the demanding task of coaching or facilitating a Life Skills course. Facilitating a Life Skills group is much more than a job since it requires honest and in-depth involvement with people. It is not a task for the "faint of heart" since it demands a great deal of "giving" by the facilitator. He or she must be willing to become a true helper.

The attitude required of a Life Skills facilitator is probably well expressed by the view that the person who wrote the following passage took of the students:

I wanted to teach them worthy things. Yes I did!
I worked intensely as any Michelangelo at his great art.
And I know they learned something from me,
Although not always what I wanted to teach them.
Oh---
But I cannot express the wonder of what they taught me.

Responsibilities. The facilitator's primary responsibility will be to the students. Life Skills For Northern Adolescents is a course for students, and is intended to help them in coping with their life problems, but if it can also fulfill the needs of others, school administrators who may wish to improve attendance, parents who may be concerned about lack of direction in adolescents' lives, and so forth, then it should do so. But, the needs of others are secondary to the needs of the students. The facilitator who attempts to use the course for the benefit of others over the needs of the students will be misusing it.

The facilitator will be a part of the educational system, and as such will be responsible administratively to the principals in whose schools the courses will be conducted. He will also be responsible to a superintendent of education perhaps through a supervisor who may be a guidance counsellor. It will be a facilitator's responsibility to keep supervisory staff informed about the course, its intent and progress.

The facilitator should do his best to make the course a success, but he or she must be aware of the students' responsibilities. The onus is on the students to derive full benefit from the course. Only if the student becomes convinced that behavioral change is to his or her benefit is he or she likely to attempt the skills taught in the course. The responsibility for change rests with the student who knows best what is appropriate for him. Coaxing, encouragement, and social rewards can be used to motivate students to try, and use, new behaviors, but beyond these techniques the facilitator cannot use any kind of force or coercion. The facilitator must believe that people are responsible for their own lives and are capable of rising to the responsibility.

Getting Help. The resource persons contacted before the course begins or in the early stages of its operation can be of assistance in two ways. First, they can participate directly in lessons that can benefit from their involvement. Secondly, they can serve as resource persons to the facilitator. The facilitator's training and experience in life will equip him or her to conduct Life Skills training under relatively normal conditions with relatively normal students. It does not equip him or her to deal with all the problems that may arise during the Life Skills course. The facilitator who tries, on his own, to handle all problems that arise will be missing out on an important life skill, that of going to a resource person when necessary.

When a facilitator encounters a situation or problem that is beyond his or her competence there should be no hesitation in asking for help. Most professionals in the field will know where to get help quickly in a specific situation if they cannot handle the problem themselves.

The facilitator's first contact should be his or her immediate supervisor. If this person cannot help, he should be able to suggest where help might be available.

The rule of thumb for the facilitator should be, If Unsure, Get Help.

Striking a Balance. The facilitator may occassionally feel a bit like a tight rope walker delicately balancing between the demands of the system and the needs of the students, between his own values and those of his students, between a desire to run a successful Life Skills course and a seeming lack of involvement by the students, or between his or her own personal needs and those of the students. Each facilitator, in each situation, will have to strike a balance based on the facts and feelings of the situation. There is no simple solution, and no few words of wisdom that can tell the facilitator what to do when faced with a seeming dilemma. The facilitator is a trained problem-solver who will have to help himself in order to help others. The skill and confidence that a facilitator brings with him should help him cope with seemingly conflicting demands and enable him to strike a balance in the best interests of the students.

PART XII: THE LIFE SKILLS COURSE FOR NORTHERN ADOLESCENTS -- A CAPSULE DESCRIPTION*

Many people do not know about Life Skills training because of its newness, and so we want to explain it. Life Skills means problem solving behaviors appropriately and responsibly used in the management of personal affairs. The personal affairs studied in Life Skills For Northern Adolescents concern seven areas of life: self, leisure, vocation, community, family, peer group, and school.

During the 10 months or so of Life Skills training, the student applies a growing array of Life Skills to varied life situations. He learns skills such as effective listening, using feedback, deferring judgement, using fantasy, and fighting fairly. He uses these skills in such settings as improving his personal appearance, helping other people, setting personal goals, handling school problems, using leisure time, planning for a vocation, and handling harmful behaviors in a group.

Life Skills training stresses the need to do. It states lesson objectives in behavioral terms and the lesson applications support these objectives. In order to promote transfer of the newly learned skill to a student's life outside the training, the course uses a practise/use/teach cycle. During the practise phase the student learns the skill under the close guidance of his facilitator; during the use phase, the student applies the skill independently of the facilitator, or without his direct monitoring; the teach phase requires the student to demonstrate the skill to another person. This phase requires affective support for the new behavior - a necessary condition for changed behavior.

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* A facilitator could use a summary like this to give to people needing a brief description of he course: visitors, resource people, newspaper people, or other staff members.

The Life Skills Course aims to train people as effective problem-solvers and users of opportunity.

Figure 1 provides a graphic summary of the skill clusters and adolescent developmental tasks addressed in individual course lessons.

PART XII: FIGURE 1

DEVELOPMENTAL TASK / SKILL CLUSTERS	Recognizing the problem situation	Defining the problem	Choosing a solution	Applying a solution	Evaluating the results	Attending behaviors	Expressing feelings	Giving and receiving responsible feedback	Helpful and harmful group behaviors	Balanced self-determinism	Trusting and Risking	Identifying the real person in communication
1. Achieving new and more mature relations with peers of both sexes.	all tasks SELF I1		all tasks SELF 28				all human relations skills, PEER, 32		LEISURE 6	SELF 10		all tasks SELF 1
2. Achieving a masculine or feminine social role.	all tasks SELF I2						COMMUNITY 17			tasks 1 4,6,9 SCHOOL 29		PEER 4
3. Accepting one's physique and using the body effectively		SELF 19										
4. Achieving emotional independence of parents and other adults.			SELF 18		PEER 25		FAMILY 7	LEISURE 11				SCHOOL 23
5. Achieving assurance of economic independence.	COMMUNITY 8								tasks 1 & 4. All human relations skills PEER and SELF. 33			
6. Selecting and preparing for an occupation.		VOCATION 13	VOCATION 14	VOCATION 21	all tasks E1							
7. Preparing for marriage and family life.		May be any developmental task. All problem-solving skills. SELF 34			all tasks E2			FAMILY 12				FAMILY 30
8. Developing intellectual skills and competence necessary for civic competence.								COMMUNITY 15		COMMUNITY 3		
9. Desiring and achieving socially responsible behavior.	LEISURE 9			SELF 24		SELF 2	PEER 22		SCHOOL 27			
10. Acquiring a set of values and an ethical system as a guide to behavior.		COMMUNITY 20					SELF 26	PEER 5			SCHOOL 31	

SELF

Introductory Lesson 1: Adolescent Development

Time: 3 hours

All developmental tasks; Self track; Skill cluster - Recognizing the problem

The ten broad developmental tasks of adolescence must be achieved, in varying degrees of completion, by all adolescents in our society. The form and end result of the developmental process will vary according to the individual's pace of maturation, cultural and ethnic background, and personal circumstances, but in every case between the ages of approximately 11 or 12 years and 19 or 20 years the young person in our society will move toward adulthood as it is broadly defined by the 10 developmental tasks. The end of the age period defined in our society as adolescence will not automatically signal the completion of the developmental process; this may go well on into a person's adult years, but progress must be made, and is made, during the crucial adolescent years.

While adolescents spend a great deal of time in worry and insecurity about their maturational problems, all too often they receive only incidental assistance in dealing with the problems. Much of the help they do get is from their peers who are facing similar problems, and not enough of this help is from adults who have experienced the problems of becoming adult. In general, parents and teachers dread this period in a person's life because of the problems it presents. In a way adolescence is an adult problem because of adult inability or lack of willingness to directly address adolescent problems.

At this early stage in the course, Life Skills for Northern

Adolescents, every facilitator should obtain and read in detail the book, Adolescent Development by Elizabeth B. Hurlock.[1] Valuable insight into the adolescent period of development can be gained from this reading.

In this lesson students are introduced, perhaps for the first time, to the tasks they must work towards during adolescence. They complete a brief survey to indicate whether they do in fact worry about the problems implied in the ten developmental tasks. They are also, through a series of exercises, introduced to the course, some of its content and processes. The reason for the "run before walk" format adopted in this lesson is to give students a beginning awareness of what the course entails and what it asks of them.

The facilitator should attempt to keep the atmosphere light, and should resist the temptation to become too thorough in explaining the concepts and processes demonstrated. He should take this opportunity to get to know the students on a first name basis, but should not expect too much in terms of creating an open, trusting relationship in this short a time. It is probably true that adolescents are initially suspicious of adults so the facilitator's attitude and behavior will determine, over a period of time, the kind of relationship that will be achieved. He should also keep in mind that the students are probably accustomed to a highly structured school setting and will be looking to him for direction and leadership. Over the period of the first ten lessons or so, he should by successive approximation, gradually allow the students to take more responsibility and independence. However, at this stage the facilitator should be prepared to work in the more traditional role of the teacher.

Objective:

Students participate in activities designed to introduce them directly to the developmental tasks and problems of adolescence. They also participate in activities that introduce some of the concepts, content, and processes of Life Skills training.

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[1] McGraw-Hill, Inc., Toronto, Ont.
Available on loan from Saskatchewan Teacher's Federation, Box 1108, Saskatoon, Saskatchewan.

Resources Required:

A copy of the form Worries for each student

Flip chart

Blindfolds

3 sets of Broken Squares with intructions

Contents and Activities:

1. Introduction. When the students are assembled in the room, the facilitator should ask them to move their desks or chairs into a circle. He should tell the students that this is the way they will usually sit and explain that by placing their seats in this way communication is improved because everyone can see and hear everyone else in the group. He should encourage students to move into a fairly tight circle.

The facilitator should introduce himself and should reveal as much personal data as he feels comfortable in doing. He should be aware of the modelling function he is carrying out. He then asks the students to individually introduce themselves, allowing them to reveal as much, or as little, personal information as they are willing to. Depending on his ability to recall names, the facilitator may or may not have students wear name tags.

When the conversation begins to run down, the facilitator should introduce the next exercise, filling out the "Worries" form. He should advise students that the form will be seen only by him and that he will use it as a way of getting to know the students and their concerns. He should also advise the students that he will keep their forms on file for use later in the course. The facilitator should use the flip chart to explain the 5 point rating scale used in the form.

1	2	3	4	5
Never	Almost Never	Sometimes	Often	Very Often

He might use examples of things he worries about i.e. - money, home, education, job, etc. The facilitator should hand out copies of the form when he is reasonably certain that the students understand the rating scale and should ask the group to complete the form, taking as much time as they need. He should leave the sample rating scale exposed on the chalkboard or flip chart.

2. Discussion. When the students have completed the survey, the facilitator has each of them total the sum of their ratings. For example, if a student rated himself at 3 on each survey item his score would be 3 x 30 (number of items) for a total of 90. Another student may have rated herself at 5 on 4 items for a sub-total of 20, 3 on 20 items for a sub-total of 60, and 2 on the remaining 6 items for a sub-total of 12. Total score - 92.

At this stage, the facilitator should make the point that we all worry about ourselves and how we fit into our community, family, school, and so on. He should point out that each of the statements in the survey refers to one of the developmental tasks of adolescents, the tasks of growing up from childhood to adulthood. If any interest is shown in discussing the survey, he should do so in general, without passing any value judgements, and without specific reference to any individual except himself. Students may be interested in becoming more directly aware of the developmental tasks of adolescence. If this is the case, the facilitator should be prepared to discuss the tasks.

When discussion and explanation have been completed, the facilitator should advise students that the course Life Skills for Northern Adolescents will give them a chance to do something about some of their concerns and worries.

The facilitator should collect the survey forms and file them for analysis after the lesson.

3. Introductory activities. In order to familiarize students with some of the content and processes of Life Skills the facilitator should engage students in as many of the following activities as time during this lesson will allow:

30 min. a. Generating ideas, cooperation, brainstorming, getting outside of one's mental set, all valuable problem solving skills, can be introduced by carrying out the following exercise.

Instructions to students - "You are marooned on a tropical island. All that you were able to save from the shipwreck was an empty wine bottle. How many uses can you find for that empty wime bottle?"

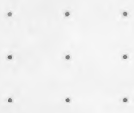
- The facilitator asks students to spend 3 minutes individually coming up with uses.

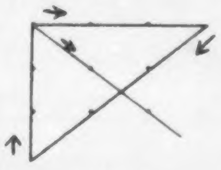
- At the end of the 3 minutes, students are asked to form 3 sub-groups, and to share their ideas in preparing a combined list from the ideas of the sub-group members.

- The facilitator, acting as recorder, has the sub-groups read off their ideas and records them in one master list of ideas for the full group. He does not record any possibe use twice.

- The facilitator records the highest number of uses identified by any individual, by a sub-group, and then compares these figures to the number of uses identified by the full group. He should point out the elements of cooperation, sharing of ideas in generating ideas, and getting outside of one's mental set that are demonstrated in the exercise.

- as a follow up to, and demonstration of the mental set idea the facilitator might ask the students to join a nine dotted figure like the one below using 4 continuous lines and without lifting one's pen or pencil.





(solution)

- When students give up or when one of them gets the solution, the facilitator should confirm and present it. He should make the point that in order to solve this problem one has to get outside the mental set created by the confines of the dots.

40 min. b. Giving and receiving trust and responsibility might be demonstrated by carrying out a blind walk exercise:

- Students form pairs. One member of each pair is blindfolded, and led by the other member on a blind walk around the room, through the school and outside. After about 10 minutes the students reverse roles. Students are asked to be aware of their feelings in both roles, about their partners, about the things they touch, smell and hear.

- After both partners have led and been led, the students may want to discuss the feelings and sensations experienced during the exercise. The facilitator may focus on the feelings of trust and responsibility experienced by the participants.

40 min. c. The concept of roles that we are often forced to adopt can be brought out by having students carry out a "Ten People I Am" exercise in which they identify ten roles which circumstances dictate that they adopt. The facilitator should be prepared to demonstrate by identifying some of the roles he plays in his life.

- When students have prepared their lists, the facilitator should then ask them to rate their roles, by identifying the one they least like or would find easiest to give up and so on until they have ranked all ten of them.

- The facilitator should read off his list along with his reasons for wanting to give up or protect his various roles. Any students who want to attempt a similar self-disclosure should be encouraged and supported in their attempts. However, no pressure should be applied to those, who at this early stage in the course, may choose not to take the risk.

40 min. d. The "Broken Squares" game can be effectively used to introduce the process of cooperation, the concept of non-verbal communication, and the idea of sharing for the benefit of the working group.

- Instructions for the "Broken Square" exercise and materials required are included in the Resource Kit.

4. Evaluation. Before the Life Skills lesson is concluded, the facilitator should review the ideas and processes introduced. This review will depend on the exercises used in the lesson.

The facilitator should advise students that future exercises will be much more detailed, and that each lesson will probably involve only one exercise. He might use the example of Introductory Lesson 2 in which students will fill out a fairly lengthy questionnaire, and use it as a means for setting some goals for the course.

The facilitator should ask students for comments on the first lesson.

"Do you have any questions about anything that happened today?"

"Are you starting to get an idea of what this course will be about?"

"Did you enjoy the things we did today?"

"Did I do anything today that you might want me to do differently in the future?"

The facilitator should praise the student's efforts.

5. Planning. After the lesson has ended, the facilitator should analyze the survey "Worries" in some detail. He may, on the basis of this survey, be able to identify areas of strong individual concern to group members. He may also be able to identify areas of strong concern to the group in general by identifying those statements that several students responded strongly to. This information should enable the facilitator to gain knowledge about individuals in the group, and should also enable him to identify some characteristics of the group. This information will be useful in planning future lessons and activities, and may give some indication of a possible need for the services of professional counsellors or other human service workers.

The facilitator should carry out any of the pertinent evaluation procedures outlined in the evaluation section of the manual.

Introductory Lesson 1: Adolescent Development

Worries

____
Name

____
Male or Female

____
Age

(1) 1. I worry about getting along with boys of about my own age.

1 2 3 4 5

(10) 2. I worry because I'm not sure how I should act in new or strange situations.

1 2 3 4 5

(2) 3. I worry because I'm not sure what people expect of a (boy) (girl) of my age (whichever you are).

1 2 3 4 5

(9) 4. I worry because no matter what I do in public somebody always thinks it is wrong.

1 2 3 4 5

(3) 5. I worry because I don't look like I'd like to.

1 2 3 4 5

(8) 6. I worry because I don't know enough about the community I live in.

1 2 3 4 5

(4) 7. I worry about having to leave my home and parents some day.

1 2 3 4 5

(7) 8. I worry about not being ready to get married.

1 2 3 4 5

(5) 9. I worry about having to ask my parents for money.

1 2 3 4 5

(6) 10. I worry about what I'm going to do for a living when I leave school.

1 2 3 4 5

(1) 11. I worry about getting along with girls of about my own age.

1 2 3 4 5

(10) 12. I worry because I'm not sure what is right or wrong.

1 2 3 4 5

(2) 13. I worry because I'm not sure how a (man) (woman) is supposed to act (whichever you are).

1 2 3 4 5

(9) 14. I worry about doing the wrong thing and getting into trouble.

1 2 3 4 5

(3) 15. I worry because I think I'm too fat or too skinny or too short or too tall.

1 2 3 4 5

(8) 16. I worry because I'd like to help the people of my community, but don't know how.

1 2 3 4 5

(4) 17. I worry about being lonely when I leave my home and parents.

1 2 3 4 5

(7) 18. I worry because I don't know whether I'll choose a good (husband) (wife).

1 2 3 4 5

(5) 19. I worry because I'm afraid that I may not make my own living for quite a while yet.

1 2 3 4 5

(6) 20. I worry because I'm not sure what kind of work I want to do after I'm finished with school.

1 2 3 4 5

(1) 21. I worry because it seems to me that my friends push me around.

1 2 3 4 5

(10) 22. I worry because I'm not sure exactly where I fit into the world.

1 2 3 4 5

(2) 23. I worry because I'm not sure what it means to be a (man) (woman) (whichever you are).

1 2 3 4 5

(9) 24. I worry because I'm not sure how to act when I'm in public among people.

1 2 3 4 5

(3) 25. I worry because I'm not as good in sports as other people my age.

1 2 3 4 5

+——+——+——+——+

(8) 26. I worry because my community seems to be backward compared to others.

1 2 3 4 5

+——+——+——+——+

(4) 27. I worry when I have to do important work on my own, without the help of an adult.

1 2 3 4 5

+——+——+——+——+

(7) 28. I worry because I don't know enough about sex and birth control.

1 2 3 4 5

+——+——+——+——+

(5) 29. I worry because I don't have enough spending money.

1 2 3 4 5

+——+——+——+——+

(6) 30. I worry about not having enough education to get a good job.

1 2 3 4 5

+ + + + +

Total Score: ____________________

SELF

Introductory Lesson 2: Surveying Life Skills

Time: 3 hours

All developmental tasks; Self track; Skill cluster - Recognizing the problem

Life Skills are problem-solving skills responsibly and appropriately applied in the management of one's life. As such they are practical, day-to-day skills that everyone who hopes to cope with our increasingly complicated environment must have. They are, in a sense, the skills we use to avoid being victimized by our environment.

It is obvious that we cannot develop a static set of skills that will be applicable in all situations because it is impossible to predict what life situations we will be faced with from time to time. But, that is not to say that we cannot prepare for the future. There are clusters of skills that can be arranged in various combinations to suit a variety of circumstances. Life Skills are the skills of reacting to people and events in a creative, responsible, and appropriate way. The creative problem-solving skills are consequently the core of the Life Skills approach, but the techniques of problem solving must be complemented by another dimension that will allow a person to apply his own solutions. The human relations skills practised in the Life Skills course provide this complementary dimension.

A person's life skills can best be evaluated by observing his performance. The old adage that "nothing succeeds like success" applies here. Behaviors that one person finds effective may not suit the needs of another. One person may already have adopted clusters of skills that another lacks, while a third individual may have strengths in yet another area. It is hoped that through Life Skills training each participant will select those skills he deems appropriate to his life space, that he will strengthen those skills that he feels he requires.

In this introductory lesson, students work through a fairly lengthy list of typical situations that they may already have encountered, and decide individually whether they feel competent in reacting appropriately to them. In this way, students assess their own life skills with a view to setting limited learning goals for the course. They also practise, without prior skill training, the skills of setting and testing personal goals. The facilitator should be prepared to assist individual students with their goal-setting and testing exercises, and should himself evaluate course goals with a view to making his goals compatible with those of the students.

Objective:

Students assess their life skills, and set limited course goals. The facilitator assesses the compatibility of student goals with his goals for the course.

Resources Required:

1 set of Life Skills Check List Projectuals
Overhead projector
A copy of the Life Skills Check List for each student
A copy of What I'd Like To Get From This Course for each student
A copy of Life Skills Tally for each student
A copy of Goal Testing for each student

Optional: The film, The Things I Cannot Change, available from the nearest National Film Board office - 16 mm projector and screen required if the film is used.

Contents and Activities:

1. Introduction. Two approaches could be used in introducing this lesson. One involves the use of the film, The Things I Cannot Change,

and while this approach requires effort on the part of the facilitator in obtaining the film, it is probably the stronger approach.

The second approach is much simpler, and also probably less effective, but would achieve the task of introducing life skills.

Both approaches are outlined below.

a. If using the film, the facilitator should briefly introduce it as one showing a family with troubles related to life skills. He advises students that they will discuss the life skills strengths and weaknesses shown in the film after they have viewed it.

The facilitator shows the film.

b. If the film is not available, or is not being used, the facilitator should introduce the concept of "skills" by talking about athletic skills, manual skills, bush skills, and homemaking skills. He should point out that satisfactory performance of skills brings with it a feeling of satisfaction for an effort well done.

He should go on to give examples of life skills that students probably already have:

- The skills of preventing a fight between younger brothers or sisters.
- The skills of expressing sympathy for a friend in trouble.
- The skills of getting down to doing homework.
- The skills of talking to a person of authority (teacher).
- The skills of stretching money to make it last.

2. Discussion. a. If the film, The Things I Cannot Change was used, the facilitator should invite student comments. The students will probably be rather reticent about entering into a discussion at this stage of the course, so the facilitator may have to use direct questions and examples in getting students to respond. He might focus on the hero of the film and ask:

"What did the hero do to deal with his problem? What was his main problem?"

"Did he know what to do to make his life and the life of his family easier?"

"What other things could he have done to deal with his problem?"

"How would you deal with a problem like that if you were the man in the film?"

b. If the film is not used, the facilitator should ask the students to add to his partial list of life skills those that the students already have. If students are reticent about volunteering ideas, he should ask each student to think of and present one life skill that he or she has.

Regardless of which approach is used, the facilitator should reinforce each student's contribution by praising it.

3. *Objective Enquiry/Skill Practice*. Through the introductiory exercise and discussion the students will have begun the process of evaluating life skills. The facilitator now should introduce the *Life Skills Check List* by showing the *Life Skills Check List Projectuals* and demonstrating how the check list is to be used.

Each student is given a copy of the check list, of the *Life Skills Tally*, and of the form, *What I'd Like To Get From This Course*. Before students begin completing the check list, the facilitator should briefly explain the use of the three forms, advising them that they will have enough time today to complete the check list and probably the tally, but that they may have to complete the form *What I'd Like To Get From This Course* in their own time.

All three forms are to be returned to the facilitator who will file them for future use by the students.

When all questions have been dealt with, the students are asked to make themselves comfortable and complete their assignments.

The facilitator may have to assist some students in reading the situations and so should discreetly check to ensure that all students can handle the reading. If he finds some students encountering difficulty in reading, he may have to form a sub-group and assist them, but he should resist any temptation to interpret the situations to the students.

4. *Skill Application*. When students have completed the form, *What I'd Like To Get From This Course*, and depending on how quickly students work through the exercise this may be done during this lesson

period or at the beginning of the next one, the facilitator should introduce the following technique of testing goals.

One suggested way of testing goals is to use a series of questions based on the 5WH approach. The following questions are probably adequate in ensuring that the student has set realistic goals in specific terms:

a. Why do I want to reach this goal?

b. What will I be doing to show that I have reached my goal?

c. Who will be able to tell that I have reached my goal?

d. When can I expect to reach my goal?

e. Where will I be able to show that I have reached my goal?

f. How will I know that I have reached my goal?

The form, Goal Testing, can be used by students to test their goals, but the facilitator must be prepared to interpret the questions students ask about their goals. Answers to the questions should, as nearly as possible, be stated in specific and behavioral terms. Students should be instructed to set limited and short term goals. In behavioral terms, the sooner the students get reinforcing (rewarding) feedback about achievement of their goals, the more likely they are to pursue goal-setting and goal-achieving behaviors in the future.

The facilitator can expect the students to experience some difficulty in setting goals. In future exercises of this nature the students will probably demonstrate greater competence.

When students have set their goals and tested them, the forms should all be given to the facilitator for his use and retention for future exercises.

5. Evaluation. The facilitator will have some responsibility in assisting students in achieving their goals so his evaluation of the students' goals will be an important activity for him at this stage. Some things for him to look for in assessing the students' goals are:

a. Similarity of goals among several students may be revealed. This may indicate that he may be able to structure activities for a group, or all of the students, that can help them move toward the common goals identified.

b. Wide variations in expectations for the course may be reflected in student goals. If a wide variation exists it may be necessary for the facilitator and students to come to an agreement on the limitations of the course.

c. The facilitator should get a general idea of each student's goals so that he can reinforce that goal-seeking behavior, and allow in his lessons for student achievement of specific goals.

d. The student goals, in general, will give the facilitator an idea of the general direction and approach he can adopt in structuring the course.

e. Overly long-range goals may be impossible to meet given the time limitations of the course. On the other hand, the facilitator may be able to set short-term goals that will allow the student to move by successive approximation toward the long-term goal.

f. Student goals that may be indicative of a need for individual counselling and/or referral to a resource person should be noted.

6. Planning. On the basis of the students' goals, the facilitator should be able to plan future activities to meet the students' needs. He may decide that certain activities suggested in lessons may be appropriate, he may decide upon a change in lesson sequence or he may decide to use activities not suggested in the lessons. He should plan his observation techniques for observing movement by students toward their goals. He may plan for individual counselling sessions. He may decide that student goals are outside the limits of the course or of his competence, and he may have to recycle the goal-setting and testing activities after placing closer limits on the overall course objectives.

The goal setting and testing exercises in this lesson can be recycled as necessary, at any stage in the course, when the need arises.

Introductory Lesson 2: Surveying Life Skills

The Life Skills Check List Directions

1. Read over each situation and pretend that you are the person in it, then check (✓) one of the spaces at the right hand side of the page. You have to read the words at the top of the page. If you are not sure what to do, ask your facilitator.

2. Go ahead now, and fill in the check list.

3. When you have done the list, look at the left hand side of the page. You will see that each item has a letter in front of it.

   S means self; P means peer; F means family; V means vocation; L means leisure; C means community; Sc means school. Your facilitator can tell you more about that if you ask him.

   3.1 Count the number of "S - questions" for which you have checked "I have the skill" and the number for which you checked "I do not have the skill". Put those numbers in the Life Skills Tally at the end of the Life Skills Check List.

   3.2 Do the same with the questions marked "P", "F", "V", "L", "C", and "Sc".

Introductory Lesson 2: Surveying Life Skills

The Life Skills Check List

code	situation	I have the skill	I do not have the skill
S	1. You are late for school. The teacher tells you that you do a lot of things wrong in school. You don't want to quit. You know what to do and you do it.	( )	( )
P	2. You have an argument with your best friend. You know your friend is right. You know what to do and you do it.	( )	( )
F	3. You have a lot of homework to do. Your mother wants you to do a big job in the yard. You know what to say to her and you say it.	( )	( )
V	4. You need money to buy your mother a birthday present. There is a job that you can handle open at a local store. You know what to do and you do it.	( )	( )
V	5. You know what sort of work you are interested in, but you don't know whether you have the ability to do it. You know what to do and you do it.	( )	( )
L	6. You are at a dance and it's 12 midnight. Your parents told you to be home at midnight. Your friends coax you to stay. You know what to do and you do it.	( )	( )
C	7. You are in a strange town without money or friends. You want help. You know what to do and you do it.	( )	( )

code		situation	I have the skill	I do not have the skill
S	8.	You just helped an old lady across a busy street. She thanks you and says nice things about you. You are embarrassed. You know what to do and you do it.	( )	( )
P	9.	You have a friend who treats girls badly because he thinks boys are superior to girls. You know how to tell him that he's wrong and you do it.	( )	( )
F	10.	Your younger brother (or sister) teases you a lot. It's really beginning to bother you. You know what to do and you do it.	( )	( )
Sc	11.	Some of the rules in your school don't seem to make much sense. You'd like to find out why the school has them. You know who to find out from and you find out.	( )	( )
V	12.	You have a summer job. You feel your boss is unfair to you and you'd like to talk to him about it. You know what to do and you do it.	( )	( )
L	13.	You want to find something fun to do, but everything you seem to think of costs money which you haven't got. You decide there must be some interesting things to do without money. You know what to do and you do it.	( )	( )
C	14.	You are in a restaurant when two guys you know start fighting. You try to stop them. The police come and you are one of the people arrested. You know what to do and you do it.	( )	( )

code		situation	I have the skill	I do not have the skill
S	15.	Your friend does some things that annoy you. You think that they annoy other people too. You think that he would stop it if he knew it bothered people. You decide to tell him. You know what to say and you say it.	( )	( )
P	16.	The people in the group of friends that you hang around with often make fun of a boy who looks kind of funny to them. You think this is unfair and would like to be his friend. You know what to do and you do it.	( )	( )
F	17.	Your parents don't have much money and they can't give you as much as you'd like. You think that there must be ways in which you could earn your own money. You know what to do and you do it.	( )	( )
Sc	18.	You sometimes wonder why you have to take some of the subjects that you do in school. You want to find out why you take them. You know who to ask and you ask him (or her).	( )	( )
L	19.	Your community is growing quickly, but there are no more recreation facilities than before. You want to start a recreation co-op to get people involved in leisure time activities. You know who to contact and you do it.	( )	( )
C	20.	You can't find your wallet. You think someone stole it. You want the police to start an investigation. You know what to do and you do it.	( )	( )
S	21.	You have venereal disease (VD) and know it should be treated soon. You know what to do and you do it.	( )	( )

code		situation	I have the skill	I do not have the skill
P	22.	You and your friends talk about sex a lot and you're not sure that your knowledge is very reliable. You would like to talk to someone who will give you straight, simple answers. You know who to talk to and you do.	( )	( )
F	23.	Your parents are interested in what goes on in school. They ask you to tell them what kind of a day you had in school. You know how to clearly tell them and you do.	( )	( )
V	24.	You feel uneasy about not having any idea of what you will be doing after you complete school. You don't even know what you'd like to do. You want help with this problem. You know what to do and you do it.	( )	( )
Sc	25.	You don't think you're as good at writing tests as you might be. You have an important set of exams coming up and you'd like to become better at writing them. You know where to get help and you do it.	( )	( )
L	26.	You don't get much money, but you like to go to the movies at least once a week. You can plan your spending so that you have movie money and you stick to your plan.	( )	( )
C	27.	You want to make a motion at a meeting. You know what to do and you do it.	( )	( )
Sc	28.	You are not the world's best student, but you are good in sports. To play on a school team you have to keep your marks up in your school subjects. In order to play on the team you set out a study plan and you stick to it.	( )	( )

code		situation	I have the skill	I do not have the skill
S	29.	You know that one of your strong points is that you're gook looking. You'd like to make the most of what you've got and need advice on what to wear ans so on. You know what to do and you do it.	( )	( )
P	30.	Your friends are giving you a bad time because they all wear their hair long and you recently got your hair cut short. You like it that way but your friends' teasing is bothering you. You know how to deal with this and you do.	( )	( )
F	31.	Your father is between jobs and your family doesn't have much money. You'd like to help out by bringing in some money or by cutting down on your expenses. You don't know which would be better. You know how to tackle the problem and you do.	( )	( )
V	32.	There is a part time job open at a local store, but you don't know what the person taking the job would have to do. You're interested and would like to find out. You know what to do and you do it.	( )	( )
Sc	33.	You don't feel that you're getting much out of school, but you do know that education can be valuable in the future. You'd like to make a good decision about whether to drop out or stay in. You know how to make the decision and you do.	( )	( )
L	34.	You know how to make friends and you keep them.	( )	( )
C	35.	You have been charged with an offence you didn't do. You need legal help. You know what to do and you do it.	( )	( )

code		situation	I have the skill	I do not have the skill
S	36.	You (or a friend) have been sniffing glue for quite a while now. You know it's harmful and try to quit, but you always weaken. You know where to get help and you go there.	( )	( )
P	37.	You have a friend that you like a lot but he (or she) likes to make all the decisions when you're together. You think that your feelings should be considered more. You know what to do and you do it.	( )	( )
F	38.	Your father sometimes drinks too much and gets rough with the family. This scares all of you and you would like help with the problem. You know what to do and you do it.	( )	( )
V	39	You apply for a job. There are forms to be filled out. You know what to do and you do it.	( )	( )
Sc	40.	You are elected president of your school student organization. You have to meet with one of the teachers who is your advisor. You don't want him to run things too much. You know what to do and you do it.	( )	( )
L	41.	Friends drop into your house quite often and stay longer than your parents would like them to. You know what to do and you do it.	( )	( )
C	42.	A friend of yours has to pay a big fine to stay out of jail. You want to get your friends together to help him pay his fine. You know what to do and you do it.	( )	( )

code		situation	I have the skill	I do not have the skill
S	43.	You're not too sure what in life is important to you and you don't have many goals. You'd like to get some help in clearing things in your own mind. You know who to ask for help and you ask him (or her).	( )	( )
P	44.	Your girlfriend (or boyfriend) is always broke and you have to pay for all your dates. You really like him (her) but you can't afford the money you have to spend. You know what to do and you do it.	( )	( )
F	45.	Now that you're over 14 years of age you find it much harder to talk to your parents because they just don't seem to understand you. You'd like to be able to talk to them more openly. You know what to do and you do it.	( )	( )
V	46.	Your boss on your summer job tells you to do things that seem silly, but doesn't explain why they have to be done. You think he might get mad if you question him. You know how you might ask him and you do.	( )	( )
Sc	47.	You have a teacher who you think you might be able to talk to about the problems of growing up. You're not too sure whether he (or she) would be interested. You know how to break the ice and you do.	( )	( )
L	48.	There is not muchto do in your home town in your spare time so you and your friends "hang around" the store or restaurant. The adults in the community don't approve of this. You and your friends would like to explain to the adults why you do this and you do.	( )	( )

code		situation	I have the skill	I do not have the skill
C	49.	You are at a meeting to do with the school and you have something to say. You know what to do and you do it.	( )	( )
S	50.	An adult gives you advice on what to do with your life. You listen patiently while he talks, but you don't think that what he's saying is right for you. You know how to tell him and you do.	( )	( )
P	51.	Your best friend decides to break a window "just for fun" and tries to talk you into joining him in the prank. You think that this is wrong but are afraid that he'll think you are chicken if you don't join him. You know what to say to him and you do.	( )	( )
F	52.	You have a serious school problem and you need your parent's help in dealing with it. You're afraid that they may be mad at you for being in trouble again. You know what to do and you do it.	( )	( )
V	53.	You are interested in becoming a commercial air pilot, but you don't know how much education you need to qualify. You know where to find out and you go there.	( )	( )
Sc	54.	The principal of your school has told you that he thinks you skip school on purpose. This is not true and you tell him so. You know how to explain your absences and you do.	( )	( )
L	55.	The group of friends that you hang around with have started drinking every chance they get. You know they will eventually get into trouble. You know what to do and you do it.	( )	( )

code		situation	I have the skill	I do not have the skill
C	56.	One of the businessmen in your community is prejudiced against Indians and shows it every chance he gets. You know this is unfair and not according to the law. You know what to do and you do it.	( )	( )
S	57.	You are growing up and there are many changes taking place in your body. You find these confusing and want to understand them. You know what to do and you do it.	( )	( )
P	58.	Some of the people your age in school are tall, others are still quite small. One of the tall boys thinks he is special and picks on the smaller boys. You know what to do and you do it.	( )	( )
F	59.	You are feeling guilty about depending on your parents for a living while you go to school. It is really bothering you and you do want to stay on in school. You know what to do and you do it.	( )	( )
V	60.	You are in grade nine and have a chance to get a construction labour job. The money looks good, but the job would last for only 4 months. You need help in deciding whether to take the job or stay on in school. You know where to get help and you go there.	( )	( )
Sc	61.	You have a project to do in Science and you must do it alone. You really don't know where to start looking for information about your project. You know what to do and you do it.	( )	( )
L	62.	You have a lot of spare time and would like to start a hobby, but you're not sure whether to collect stamps, take up woodwork, do photography or experiment with new recipes. You know how to find out about these hobbies and you do.	( )	( )

code		situation	I have the skill	I do not have the skill
C	63.	The young people in your community need a place to get together in the evenings. There is a vacant building that belongs to the town (or city) in the community and it would make a good drop-in recreation centre. You want to find out if the building could be used for that purpose. You know what to do and you do it.	( )	( )
S	64.	You are at a party and another girl (or boy) is making a pass at your boyfriend (or girlfriend). Neither of you thinks too much of what she (or he) is doing. You know what to do and you do it.	( )	( )
P	65.	A friend of yours has to give a talk in school. He asks you to help him get ready to present the talk. You know what to do and you do it.	( )	( )
F	66.	You have a boy (or girl) that you have been going out with for quite a while. He (or she) talks quite a bit about the two of you getting married. You know what to do and you do it.	( )	( )
V	67.	You and your friends will all be wanting summer jobs, but you're not too sure what jobs might be available and you'd like to find out. You know what to do and you do it.	( )	( )
Sc	68.	Your school marks dropped a lot in the last set of exams. You know you have to do more homework. You know how to draw up a study plan, you draw one up and you stick to it.	( )	( )
L	69.	Most adults in your community say that young people have too much spare time, and too much money to spend. You and your friends disagree with this opinion. You know what to do and you do it.	( )	( )

code		situation	I have the skill	I do not have the skill
C	70.	You hear a lot of arguments about the need for economic development and the effect it will have on the environment. You find the arguments very confusing. You know what to do and you do it.	( )	( )

Introductory Lesson 2: Surveying Life Skills

Life Skills Tally

	Answered	
	I have the skill	I do not have the skill
S - questions		
P - questions		
F - questions		
V - questions		
L - questions		
C - questions		
Sc - questions		

Signed: ____________________

Date: ____________________

6

Introductory Lesson 2: Surveying Life Skills

What I'd Like To Get From This Course

1.

2.

3.

4.

5.

6.

Signed: ______________________

Date: ______________________

Introductory Lesson 2: Surveying Life Skills

Name: ______________________

Goal Testing

Date: ______________________

	Can I answer these questions about my goals?	Why do I want to reach this goal?	What will I be doing to show that I have reached my goal?	Who will be able to tell that I have reached my goal?	When can I expect to reach my goal?	Where will I be able to show that I have reached my goal?	How will I know that I have reached my goal?
1.							
2.							
3.							
4.							
5.							

SELF

Lesson 1: Non-Verbal Communication

Time: 3 hours

All developmental tasks; Self track; Skill cluster - Identifying the real person in communication

The phrase "it's a communication problem" has become one of the catch phrases of our times. Family problem, work problem, employee-management problem, the generation gap, political problem, interpersonal problem, virtually any problem one might think of, is classed as a communication problem. Blaming it all on communication can be glib, and is often meaningless because it may become a handy rationalization to avoid really dealing with a problem. However, often a component of the problem is actually a lack of effective communication.

Life Skills for Northern Adolescents might be used as a case in point. The effectiveness of the course will depend to a very large extent upon the willingness and ability of participants to communicate openly and meaningfully with one another. By the standards of English-speaking Canada, this means verbalizing. Unlike other linguistic groups which may depend to a larger extent on non-verbal communication, the facial expression, the meaningful silence, gesticulation or body posture, English-speaking Canadians tend to rely very heavily on what is actually verbalized. It might be hypothesized that English-speaking Canadians have become desensitized to the non-verbal, and overly dependent on the verbal. In the Life Skills group, if it is to be effective, members will have to use all forms of communication, both verbal and non-verbal. In dealing with northern adolescents, a strict dependence on verbalization would almost ensure a lack of communication.

While students are to be encouraged to express their feelings and thoughts verbally, the facilitator should not become overly dependent on this communication mode. Effective communication depends on the willingness and ability of the people interacting to give and receive messages in various ways, the more the better, since the various modes of communication can complement and supplement each other.

This lesson, while exploring various ways, both verbal and non-verbal, of finding and showing the real person in communication, will give the students and the facilitator a chance to become familiar with some of the unique ways of communicating which are characteristic of members of the group. Throughout the series of communication exercises included in the lesson, students and facilitator are encouraged to communicate non-verbally as well as verbally.

The facilitator would do well to record on videotape as much of the lesson as possible so that he can later analyze the ways in which the students express themselves. He may well find some unique and useful information that will enable him, in the future, to identify communications that he might otherwise miss.

Objective:

Students use non-verbal means of communication in conveying messages to one another.

Resources Required:

Several sheets of flip chart paper for each student

VTR equipment

Pencils, pens, crayons, or coloring pencils

Film: Walking, available from the nearest National Film Board office.

Contents and Activities:

1. Advance Planning. The film, Walking, should be ordered several weeks in advance of the lesson date.

2. Advance Preparation. The facilitator should ready the VTR equipment for use in the lesson and should have a supply of videotapes on hand. If he is using the film Walking, he should also have it ready for screening.

3. Activities. This lesson departs in format from the usual structure of the Life Skills lesson. The facilitator should have students engage in as many of the following exercises as time will allow. At this early stage in the course, students will be reticent about verbalizing their feelings and opinions, so the facilitator should be prepared to allow plenty of time for responses to questions and must also be prepared to accept no response to his questions. If he feels that the point of an exercise is being missed by students, he should be prepared to explain it to them. A useful technique that would suit the lesson objective well would be to ask students to express feelings or opinions non-verbally in response to a question.

In order to allow the facilitator to participate in the exercise, and it is essential that he does, he should give the students a quick introduction to the operation of the video camera and recorder, and have them take turns videotaping any parts of the lesson that he wants recorded.

The exercises for this lesson are outlined in a suggested order, but the facilitator should feel free to use them in any order he deems appropriate.

Exercise #1. The facilitator should introduce the concept of "communication". It has several meanings; it can be a means of going from one place to another, it can be a letter or written message, the act of passing along or transferring, but when used in Life Skills it means the giving of information by talking, writing, drawing, gesticulating (pointing, gesturing, etc.), facial expression or body posture. It is the means by which we get a message or signal across to someone else and vice versa.

The facilitator should show how a message can be transmitted in several different ways. He might ask students to respond to a message such as, "Come here!", when it is spoken, written or gestured. He might also ask students to identify an expression of feeling such as sadness or anger when he demonstrates it nonverbally.

He should, in conclusion, make the point that communication is not simply what one says, but also how he says it and what he does, with parts of his body other than his mouth and vocal cords.

The facilitator should ask students to communicate some of the following messages by using first their faces, then their hands, and finally their feet: joy, anger, fear, anxiety, frustration, heat, cold, nervousness.

Exercise #2. The facilitator might ask students to participate in an approachability exercise. Each student is given a large sheet of paper. At one end of the sheet, while their toes are on the edge of the sheet of paper, and their heels off the paper, they draw outlines of their toes. Each time they are being approached by another person they will be required to keep their feet in the exact place indicated by the outlines.

When students have their sheets of paper ready, each student approaches each other student until he or she finds a comfortable distance from the one who is standing on the paper. The students are not to speak during the exercise, but are to look at each other's faces. When a student finds a comfortable distance from the person he is approaching, he puts a line on the paper to indicate the point at which he found the distance comfortable. He initials his line.

The exercise continues until each student has approached each other student and the facilitator, and has marked and initialled his comfort distance.

Several things can be done with this exercise:

a. Students might discuss why they found they could approach closer to some people then to others.

b. Students might discuss whether people's facial expressions had anything to do with the distance they were comfortable at.

c. Students might identify body language on the part of the stationary person that made him or her more or less approachable.

d. Students might discuss physical characteristics that made people more or less approachable.

The facilitator should make the point that whatever the reasons, some people communicate non-verbally, through facial expression or body language, messages that make them more or less approachable.

The facilitator might ask students to number the distance lines on their sheets of paper starting with the one closest to them. The facilitator might have students read off the numbers each of them gave him. He could then analyze with the students, just how approachable they found him and why. Students who wish to analyze their own approachability should be allowed to, but they should not be pressured into doing so.

Exercise #3. Students divide into two groups. Each sub-group plans and performs a short skit, but without saying anything during the performance.

After each skit has been performed, the observing sub-group is to interpret what the skit was about, the feelings it meant to show, and the plot. The performing sub-group should be asked whether they got their intended message across.

Exercise #4. Students are asked to sit in a tight circle on the floor. They are asked to sit that way without saying anything for several minutes. The facilitator pans the video camera around the circle recording facial expressions, hand motions, and body posture.

The videotape is played back to the students, pausing as it moves from student to student. Group members are to interpret what the subject of the shot was feeling. The subject is to confirm or correct the interpretation.

Exercise #5. Volunteer students are asked to show feelings without speaking. They may be asked to leave the room and then re-enter showing a certain emotion. The rest of the students identify the emotion and analyze the body motions and posture that communicated the emotion. For example, sadness would probably be shown by a downturned mouth, slumped shoulders, slow, shuffling pace, head hanging down.

Exercise #6. To demonstrate how ineffective verbal instructions alone can be in some situations, have students form pairs. One student in the pair is provided with drawing paper and a pencil. The second student should be given a piece of paper with a fairly simple geometric design such as a square, rectangle, triangle or hexagon drawn on it. He must not show his diagram to his partner, and he must not tell him what it is or identify it in any way. They sit down back to back, and the student with the diagram instructs his partner how to draw it, but cannot name the diagram and cannot look at his partner's drawing until they are finished. They then compare the two figures, reverse positions, and using a new diagram, do the exercise again.

The facilitator should ask students to comment on the statement, "A picture is worth a thousand words."

Exercise #7. Screening the film Walking might be an appropriate way to conclude the series of exercises.

4. Evaluation. Students might be asked to review what we mean by "non-verbal communication." They might also be asked to discuss the statement, "90% of all communication is non-verbal." An interesting question might be, "Can things which cannot speak a language communicate with us?"

The facilitator should recap the lesson be referring to the objective: Students use non-verbal means of communication in conveying messages to one another. He should point out that good communication is essential to the Life Skills course, and that students will have to pay attention to all of each other's signals during the course.

SELF

Lesson 2: Introduction to Attending Behaviors

Time: 3 hours

Developmental task #9; Self track; Skill cluster - Attending behaviors

The attending behaviors introduced in this lesson are essential interpersonal communication skills used in creating and maintaining relationships with other people. They reflect our interest in, and understanding of, what another person is attempting to communicate to us and help ensure that we receive the intended message. It must be remembered, however, that most interpersonal communication skills must be used responsibly and appropriately, so the facilitator should be sensitive to cultural factors which may interfere with the application of the attending behaviors.

All interpersonal communications occur in a social context and the attending behaviors consequently can be useful to an adolescent in achieving socially responsible behavior. The attending behaviors used in the adolescent's daily communications with others can help minimize the commonly expounded accusation that "kids won't listen", and in fact, may help ensure that they do listen. Adolescents who adopt and use the attending behaviors will find that a fringe benefit of using these skills will be increased attentiveness to what they have to say, since we tend to listen to those who listen to us. This improved communication feels good and enhances one's self-image.

In this lesson, the students take a personal look at the attending behaviors, practise them in the learning group, get video feedback on how well they use them and discuss the applicability of the attending behaviors in their daily lives.

The use of VTR for feedback is also introduced for the first time in this lesson and students have an opportunity to combine practise in using the VTR with their practise of the attending behaviors.

Objective:

Students practise using the attending behaviors. They are also introduced to, and practise using, the video tape recorder as a feedback device in evaluating performance of a skill.

Resources Required:

Flip chart
VTR equipment

Contents and Activities:

1. Introduction. To stimulate interest and discussion, the facilitator should carry out one of the following exercises:
   a. The facilitator, without comment, engages a student in a role play in which he models the attending behaviors. He has another student, using the video equipment which was set up previously, record the conversation.
   b. The facilitator videotapes students as they enter the room, take their places and talk to each other before the lesson begins.
   c. The facilitator lists the attending behaviors on the flip chart and leaves them exposed to the students' view.
2. Discussion. The facilitator has the students discuss the introductory exercise used:
   a. The facilitator plays back the video tape, and asks students to pick out the things he did to show that he was listening. He stops the video playback whenever a student picks out a behavior and lists each suggestion on the flip chart.
   b. The facilitator plays back the videotape of students entering the room and conversing, and asks students to pick out those behaviors they used to show that they were listening to each other. He stops the videotape whenever a student comment

is made, and records the comment on the flip chart.

The facilitator asks students to comment on their reactions or feelings when they realized that they were on camera.

c. The facilitator talks with the students until someone asks him about the writing on the flip chart. He then asks the students for their opinions and comments without telling them directly what the flip chart notes mean. The facilitator may suggest that they videotape the discussion. After he has recorded about 5 minutes of the discussion, he plays back the videotape and asks students to note the things that people do to show they are listening to others. He lists these comments on the flip chart.

3. Objective Enquiry/Skill Practice. The facilitator should introduce students to the video equipment by pointing out the components, the camera, video recorder and monitor. He should demonstrate how they are connected and operated. He should ensure that the basic skills of operating the camera, operating the recorder controls, and using the monitor are covered, but he does not have to go into any great detail as further instruction will be given as required in the future. Students will have the opportunity to practise their operating skills in this lesson and future ones.

The facilitator should then draw the attention of the students to their comments about the introductory exercise and discuss the attending behaviors: eye contact, relaxation, body posture, verbal following and intimate behaviors (I - thou) as they relate to the discussion. He should ask for students to express feelings about the attending behaviors, asking them to comment about their appropriateness in the community, whether they would be useful, whether they could be used in talking to peers of either sex or adults of either sex. He models the attending behaviors during the discussion.

The facilitator posts the list of attending behaviors in a prominent place in the training room.

The facilitator asks for a volunteer to help him in modelling the attending behaviors once more, and asks the students to observe him and the volunteer in their discussion.

4. Skill application. The facilitator and group decide how they wish to apply the attending behaviors; whether they prefer to carry on a group discussion or break off into pairs. If there is a difference of opinion, a decision may be made to have those students who prefer a group discussion participate in that way, while others carry on conversations in pairs.

The facilitator should tell the students that if they prefer to speak in a language other than English, they should feel free to do so since the attending behaviors can be used while conversing in any language.

The students are advised that they will have to videotape the conversations that take place, and that each person is to appear on the videotape for at least a short while. Since the facilitator will be busy with other activities, the students are asked to set up a system whereby each student will get to operate the camera at some time during their conversations.

While the students are making their plan, the facilitator should put up a list of possible discussion beginnings on the flip chart:

I feel silly doing this......

I'm scared of the camera......

People don't need attending behaviors around here......

If I wasn't so shy I'd be able to do this......

I guess I'll try, but......

Students should be told that they can use one of the posted beginnings or carry on a discussion about a topic of their own choice. They should be asked to man the camera according to their plan and to begin their discussions.

While the students carry out the exercise, the facilitator should move from group to group giving encouragement, modelling or drawing attention to behaviors not being used.

When all students have operated the camera, and have been videotaped, the facilitator should ask them to draw their discussions to a close.

5. Evaluation. The students should be asked to form the full group

again. The facilitator should play back the videotape, asking students to point out examples of good attending behaviors.

When the videotape has been played back, the facilitator should ask students for any comments they may have about the feelings they experienced when modelling the attending behaviors. He should ask the students to use the attending behaviors outside of the classroom and to report back in the next lesson on how things go when the behaviors are attempted.

Lesson 2: Introduction to Attending Behaviors

The Attending Behaviors

1. Eye contact - Maintain eye contact, but do not stare fixedly.

2. Body posture - Mirror the other person's body posture, but do not mimic it.

3. Verbal following - Reflect the feelings of the speaker, and summarize the feelings expressed and content presented.

4. Relaxation - Relax so that the speaker may also relax.

5. Intimate behaviors - Show confidence in the speaker and trust in what he says.

COMMUNITY

Lesson 3: Who Can I Count On?

Time: 3 hours

Developmental task #8; Community track; Skill cluster - Trusting and Risking

The adolescent task of developing intellectual skills and concepts necessary for civic competence refers to the ability to be or to become an adult who understands and participates in the political, and civic life of the community, province and country. This entails an understanding of what "now is" along with an understanding of "what was" in the past, and perhaps some appreciation of what "could be" in the future of the community, province, and country.

While the study of history and civics is generally the task of the school Social Studies program, Life Skills for Northern Adolescents attempts to take the students through a more subjective, more affective look at the civic and legal institutions influencing northerners' lives. Some questions that may be asked are: Can I trust the legal system to give me justice? Are policemen real people? Do I have rights as a consumer and can I trust business to protect them? Does my vote mean anything? Can leaders be trusted? Does government really serve people or does it manipulate them? What are my rights before I am legally an adult? Who made the law before we had all this government? Who are the really powerful people in my community? Do our native organizations represent us? Do I have responsibilities as a citizen?

While all the above questions are worthy of discussion by adolescents, it is obvious that a course of this nature cannot hope to deal with them in depth. It is hoped, however, that students will learn some of the skills necessary in assessing one's place, as a person, not as a statistic, in the community, and in determining whether that place is one that allows for self-determination rather than manipulation by outside forces. It is also hoped that students will become more sensitive to the validity of their feelings as they relate to the political, civic and legal structure of the North, and by so doing free themselves to learn about, and act according to, the best interests of themselves and their communities.

In this lesson students deal with the idea of trust as it is reflected in the behaviors of people in the Life Skills learning group. By carrying out a community opinion survey, students attempt to assess the attitudes prevalent in their community toward organizations, institutions and roles that have power in the community, and attempt to assess reasons for attitudes of trust and distrust held by themselves and others, in their community, toward these organizations, institutions and roles.

The facilitator should be careful to distinguish between an attitude of distrust toward institutions, organizations, and roles, and the attitudes of people towards one another, as individuals.

Objective:

Students give and receive feedback concerning trusting and being trusted in the learning group. They also use interviewing skills in carrying out a community survey, defer judgement while gathering information, and evaluate the results of the survey.

Resources Required:

Flip chart

VTR equipment

A copy of the form, 5 People I Trust, for each student

A copy of the form, Can I Trust Them?, for each student

A copy of the form, Community Opinion Survey, for every 2 students, and 1 copy for the facilitator.

Contents and Activities:

1. Introduction. The facilitator should have the students form a

circle by standing shoulder to shoulder while he takes a position in the middle of the circle. He should tell the students that he is going to keep his feet in one place and allow himself to fall in any direction because he trusts them not to let him fall down, that he trusts that he will not be allowed to fall to the floor because someone will catch him before he does. He should shut his eyes and fall in several directions in turn until he is quite certain that students have the idea.

The facilitator should ask students if they would like to try it, and allow each student to experience being in the center of the circle.

When the exercise has been completed, the facilitator should initiate another exercise in which a student is asked to trust the facilitator to catch him before he falls. The facilitator should ask for a volunteer. When someone does volunteer, the facilitator should stand behind him, tell the student to shut his eyes and fall backwards WITHOUT MOVING HIS FEET since this will be the measure of trust. The facilitator should initially not allow the student to fall far, but should gradually increase the distance from the vertical that the student falls, as long as he is sure that he can catch him. The facilitator and student should reverse places, and the facilitator should fall backwards trusting the student to catch him.

After this modelling exercise, the facilitator should operate the VTR recorder and ask students to rotate in pairs until each person has caught and been caught by each other person in the group. The facilitator videotapes the activities.

2. Discussion. The videotape should be played back and the facilitator and students should discuss the trust, or lack of it, displayed in specific instances on the tape. Students should be asked to indicate why they trusted some people and not others. Some possibilities are:

- Boys may not trust girls because they think they are too "weak"
- Physically small people may not be trusted to catch bigger ones
- Some students may be known to be jokers or pranksters
- A general feeling that someone can be trusted or not trusted

The facilitator could focus on the feelings generated by being responsible for catching someone or being dependent on someone to catch you.

When the previous discussion has been completed, the facilitator should give each student a copy of the form, 5 People I Trust. He should ask the students to individually fill out the form, as fully as possible. He should add that he trusts the students to be honest in their choices, and if there is any blank that they don't feel they can fill in, it may be left open.

Students should be given about ten minutes to think about their choices and fill in the form.

The individuals named in the forms are of no great importance to the exercise as the facilitator should focus on the reasons why people are trusted. He should list the reasons students give under the headings on the form: friend, relative, community leader, teacher, other person.

When each student's reasons have been recorded on the board or flip chart, the facilitator should ask whether anyone has any ideas to add to the lists. If what he considers to be an important characteristic of a trustworthy person is missing, he should add this to the list. A basic list of the attributes of a trustworthy person is attached to this lesson. From these basic characteristics one could make up a long list of specific behavioral characteristics of a trustworthy person.

3. Objective Enquiry/Skill Practice. The facilitator should list the basic attributes of a trustworthy person on the flip chart or chalkboard, and explain each one to the students by referring to their list. He should check, by questionning, to ensure that students understand the meaning of each term used in describing the trustworthy person.

The facilitator should ask the students to individually decide if he is trustworthy by completing the first column of the form, Can I Trust Them? If a student feels that the facilitator has that characteristic, he should check it off; if he is not sure or thinks he doesn't have that attribute, the space is left open. The facilitator should rate himself as well.

When students have finished rating him, the facilitator should put his name at the top of a new flip chart page or on the chalkboard, and should put beside his name the total number of checks given him by all the students combined. Beside this he should also write down the number of check marks he gave himself.

The students should be asked to rate each other member of the group, and themselves, on the form.

When students have completed the task of rating each other and themselves, the results for each student should be tabulated on the board or flip chart in the same way they were for the facilitator.

The facilitator could examine his own scores in relation to others in the group, and rank himself according to the level of trust that people have for him. The same could be done for every other member of the group. It is likely that the scores will not vary too widely, but if some scores are especially high or low they could be discussed. The facilitator should not neglect to stress the feedback entailed in the exercise by noting that things we do make us trusted or distrusted by others.

4. Skill Application. The facilitator should point out the role that trust plays in the life of a community. He should point out that we tend to trust some people or groups of people and not others, some workers and not others, some businesses and not others, some leaders and not others, and some political figures and not others. Very often there is little agreement among people as to who can be trusted and who can not. Often distrust is based on prejudice, a term which the facilitator should explain.

The facilitator should suggest that students carry out a community opinion survey to determine which organizations and institutions with power in the community are seen negatively, and which are seen positively by people in the community. He should suggest that students working in teams of two could go out and interview community residents to get their opinions about some of these organizations and institutions.

The facilitator and students should decide which institutions, organizations, and roles they wish to include in their survey. It is adviseable at this stage to avoid specific names of individuals in the survey. A possible list might include:

Northern Municipal Council
Social workers
Department of Northern Saskatchewan
Metis Society of Saskatchewan
Department of Indian Affairs
Federation of Saskatchewan Indians
The school
Guidance Counsellors
Politicians
R.C.M.P.
Conservation Officers
Teachers
Public Health Nurses
Local Community Authority (LCA)
Co-op Store
Hudson's Bay Company
Clergy
Doctors
Judges
Fish buyers
Tourists

When the students have compiled a list of 10 or 12 items for their survey, they should be made into question form and then listed on the form, Community Opinion Survey, so that all students are surveying about the same topics.

Questions should be of a general nature so that they evoke opinion rather than a specific response. For example, questions might take the following form:

What do you think of the R.C.M.P.?
What do you think of the Department of Northern Saskatchewan?
How do you feel about the tourists who come up here?
What do you feel about our school?

The facilitator should note the following points and make them clear to students:

a. Students should be prepared to interview in their native language, and should translate the questions they are going to ask as accurately as possible into the native language.

b. Students should be clear as to how the form is to be used. They ask the question, listen to the response, judge whether the opinion is positive or negative, and enter that judgement in the proper space. If they don't judge an answer, the space is left blank.

c. Each pair of students should carry out at least 5, but no more than 10 interviews, and should take turns doing the interviewing.

d. If a person being interviewed does not wish to express an opinion, the student should not insist.

e. The purpose of this exercise is to practise interviewing skills, and to get a measure of community opinion about certain roles and organizations that affect the community.

f. Students will have to judge by the interviewee's comments whether or not the person has a positive or negative view of the role, organization or institution, but should defer judgement until the speaker is finished.

g. Names of people interviewed are not recorded.

The facilitator and a student should role play an interview to model how an interview might go. Other students should then role play an interview in preparation for their actual interviews.

Students could brainstorm some suggestions as to who they might interview: parents, brothers and sisters, friends, relatives, neighbours, teachers, community workers, and other students.

The students are asked to complete their opinion surveys before the next Life Skills session.

5. Evaluation. At the beginning of the next Life Skills session, the facilitator and students should discuss the experiences students had in carrying out their interviews. The facilitator might ask questions like the following:

"Did anyone run into people who didn't want to answer the survey? What reasons did they give?"

"Were you nervous about carrying out the interviews?"

"Did any people really seem to enjoy expressing their opinions? How did they show it?"

"Did you find that the interviews became easier after you did a few?"

"Were you well enough prepared?"

"Did some people distrust the survey?"

"Did you trust the opinions of the people you interviewed?"

When the discussion has run down, the facilitator and students should tabulate the survey results on a blank Community Opinion Survey form, and on the chalkboard or flip chart. They should total the number of positive and negative responses to each question asked. The facilitator might use the tabulated information in some of the following ways:

a. To point out the differences of opinion people have about the same things and to discuss possible reasons for differences. i.e. past experience, political views, views of other people who influence us, etc.

b. To point out those roles, organizations and institutions that are seen positively and those seen negatively, and to discuss possible reasons for the views.

c. To discuss with students whether they can identify the roles, organizations, and institutions that are trusted or distrusted and the reasons why.

d. To discuss with students the need for forming one's own opinion based on knowledge and feelings. The survey will probably reveal wide difference of opinion indicating that people do form their own opinions.

e. To discuss the value of deferring judgement until you have enough facts to form a reasonable opinion.

Students should be asked to react to the idea of carrying out a survey. Did they learn from the exercise? Do they know more about their community now? Are organizations judged in the same way as people in deciding whether they can be trusted? Would they risk carrying out another survey in the future? If the survey revealed a distrust of outsiders, would this mean that people in the community distrust each other as well?

The last question should enable the facilitator to end the lesson on a positive note, since the level of mutual trust among residents of most northern communities is high. The experience of most people who have worked or lived in the North has been that, by and large, the attitudes of trust for each other displayed by Northerners: honesty, justice, acceptance, caring, consistency, sharing, immediacy, competence, and reliability are well developed and admired traits. The reactions of Northerners to outside institutions, organizations and roles often correlate poorly with their attitudes towards one another as individuals.

Lesson 3: Who Can I Count On?

Basic Attributes of a Trustworthy Person

1. Honest - tells the truth even though it may sometimes hurt.
2. Just - fair to everyone.
3. Competent - can handle situations he is prepared for.
4. Accepting - accepts others as they are without undue judgement.
5. Caring - is concerned for other people.
6. Consistent - sticks by his beliefs even though situations change.
7. Reliable - can be depended on.
8. Sharing - able to give and take ideas and feelings.
9. Immediate - there when he is needed and doesn't put things off.

Lesson 3: Who Can I Count On?

5 People I Trust

I trust:

1. ____________________ because ____________________
(a friend)

____

2. ____________________ because ____________________
(a relative)

____

3. ____________________ because ____________________
(a community leader or important person)

____

4. ____________________ because ____________________
(a teacher)

____

5. ____________________ because ____________________
(anyone else you trust)

____

Lesson 3: Who Can I Count On?

Community Opinion Survey

P - positive
N - negative

Question to be Asked:	Interview Number										Totals	
	1	2	3	4	5	6	7	8	9	10	P	N
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

Lesson 3: Who Can I Count On?

Can I Trust Them?

Institution or worker being rated	Honest	Just	Competent	Accepting	Caring	Consistent	Reliable	Sharing	Immediate	Total	Rank

PEER GROUP

Lesson 4: Sex Role Stereotypes

Time: 3 hours

Developmental task #2; Peer track; Skill cluster - Identifying the real person in communication

Traditional masculine or feminine social roles were easily defined in most cultures. Men were expected to be aggressive providers for their families, fighters, hunters, and builders. The female social role was most often one of passivity, subservience to the male, cooking, crafting, and child rearing. The male was usually seen as silent, but strong, the female more emotional, and weaker. Though the validity of these traditional roles has diminished a great deal over the last several decades, most people still harbor in their minds a stereotyped picture of some sort of ideal sex-determined social role.

In the traditional cultures of the North, the social roles were very clearly defined according to the work roles people adopted. The description of traditional social roles given in the preceding paragraph applied rather well. As times have changed and as work roles have become less and less well defined, the sex-role stereotypes have persisted. The views of men and women that people carry with them have persisted in the face of real change in what men and women actually do.

The favorite argument used to defend what is rapidly becoming an untenable point of view is that the social roles are determined by the physiological differences between men and women. These differences cannot be totally discounted, but research indicates that by and large masculine and feminine social roles are socially imposed.

People are taught and learn to behave in certain ways "appropriate" to their sex. Girls are taught to be nonaggressive, boys are taught to be aggressive, girls are taught to be meek and subservient, boys are taught to be outgoing and dominant.

The sex-role stereotypes that we carry with us are attitudes and affect out feelings towards others. They force us into certain roles,and in this way affect our behaviors towards individuals of both sexes. We often do not see beyond the stereotype, and male - female relationships become stereotyped. These attitudes and behaviors are persistent and hard to shed, but through exposure to different views and with an increasing awareness of our attitudes our behaviors towards others do change.

In this lesson which deals with the skill cluster of "finding the real person in communication", students investigate the sex-role stereotypes that interfere with real communication as people, not in male and female roles, between the sexes. This lesson is based on the belief that anything that interferes with communication must be dealt with before a real meeting of minds can be achieved. The purpose is a twofold one: firstly, improvement of communication will facilitate the effectiveness of the Life Skills learning group process, and secondly, improvement in interpersonal communications skills will benefit the student outside the learning group.

The facilitator will have to be in touch with his view of masculine and feminine social roles, and will have to be aware of the subtle sexist attitudes that we often all but unconsciously display.

Objective:

Students give and receive semi-stressful feedback concerning attitudes toward the opposite sex. They also confront sex discrimination in the Life Skills learning group by confronting others when they react according to preconceived sex roles.

Resources Required:

VTR equipment

Pictures of people at work in non-traditional sex roles.

Contents and Activities:

1. Introduction. The facilitator has the students break into two groups, one all male and the other all female. Each group is asked to prepare two lists, one describing an ideal man and one describing an ideal woman. The descriptions of the perfect male and female should include descriptions according to the following headings which the facilitator should put on the flip chart or chalkboard:

   a. Physical Appearance. Size, coloring, etc.
   b. Vocation. Work done.
   c. Behavior. How does he or she act with other people?
   d. Personality. Views, attitudes, talkativeness, sense of humor, etc.
   e. View of the opposite sex.

   If necessary the facilitator should be prepared to specify the terms listed above.

2. Discussion. When the students have completed their descriptive lists, the facilitator, using a grid system such as the one below should put the descriptions on the chalkboard or flip chart page.

	Girls' Description of		Boys' Description of	
	man	woman	man	woman
Physical Appearance				
Vocation				
Behavior				
Personality				
View of Opposite Sex				

The facilitator could point out the following and should involve students in discussing their descriptions:

a. Obvious stereotypes in "ideal" physical appearance, vocation, behavior, personality, view of opposite sex.

b. The fallacy of trying to describe an "ideal". Does it exist?

c. Differences between the female descriptions and male descriptions of their ideal man and woman.

The facilitator could change the horizontal headings, reverse the "girls' description of man" to make it read "girls' description of woman" and so on and see whether the descriptions are still valid. The results of this exercise could be humorous in some respects, especially in the descriptions of physical appearance, but should have some validity in demonstrating that most human characteristics apply regardless of the sex of the individual.

3. Objective Enquiry/Skill Practice. It can be anticipated that up until now, student groups will have voluntarily arranged their seating with males in one cluster and females in another. The facilitator should point this out, and suggest that positions in the circle be mixed up more. He can anticipate some resistence and should have students justify their reasons for not moving. This confrontation should be tentative. For example, instead of saying, "You won't move because you're insecure when away from your buddies' protection", the facilitator might say, "Could it be that you feel more secure sitting with the boys, that sitting beside a girl might be a bit threatening?"

There are several approaches that could be used in getting students to learn more about their feelings towards the opposite sex, to practise confronting oneself and others about sex biases. Here are some examples:

a. Have the students form triads with two opposite sex competitors and an observer. The competitors thumb wrestle by hooking the fingers of their right hands and then trying to pin down each others' thumbs. This competition does not depend on strength as much as manual dexterity and girls are often better at it than boys. The observer/referee judges when a thumb is pinned and must keep in mind that pinning does not involve holding the thumb down, but only getting the opponent's thumb down momentarily.

The facilitator should videotape the action in order to record verbal and non-verbal cues that may show sex bias. For example, a girl might say to her competitor when she loses a match, "Yes, but you're stronger than I am," or a boy may grimace to show embarrasement at being beaten by a girl. Some girls may lose deliberately.

The videotape could be played back to students who, along with the facilitator, would confront any student who showed a sex bias.

b. The facilitator might present pictures of people at work, in non-traditional sex roles. For example, a female lawyer, doctor, engineer, executive, writer, athlete, businesswoman or pilot; a male nurse, primary teacher, secretary, babysitter or librarian. As the pictures are presented, students are asked to identify the job they think the person is doing. They will probably respond according to sex stereotypes and should confront one another whenever they do respond according to a stereotyped view.

When all of the pictures have been presented, the facilitator should disclose the actual jobs the people in the pictures perform.

c. The facilitator could have students prepare a list of specific jobs in the community by using brainstorming. The students should identify whether the job is held by a male or female and should speculate as to the reasons why that job calls for a male (or female) employee rather than one of the opposite sex. Students and facilitator should confront each other whenever a reason based on a sex stereotype or bias is presented.

The students should eventually realize that there are very few jobs that should be the predominant domain of one sex or another and that most sex defined job roles are based not on physical needs of the job, but on socially defined rules that are probably not altogether valid.

4. Skill Application. In order to apply the skill of confronting sex discrimination,the facilitator should introduce the idea that stereotyped sex roles often interfere with communication between people of opposite sexes. We often address the sex role a person is in, and this distorts our perception or view of that person. For example, men are taught to be polite to ladies so they approach them in a certain way; women know they shouldn't put a man down because this is damaging to his ego or self-concept, and so they often don't argue even though they may be right. What happens all to often is that we relate to the role and not to the person.

In order to have students investigate their own image of themselves, students could carry out an exercise in which they identify at least 5 behaviors or activities they do that a person of the opposite sex could do, but that are socially determined behaviors that are assigned mainly to one sex or the other. The facilitator should model the exercise by doing his disclosure first. He might focus on his behaviors in the learning group and suggest that students do the same.

His list might include the following:

a. Being a coach/facilitator - Not all, but most facilitators are men, especially if working with native people.

b. Being strong and steady - We generally expect this of men while women are expected to be more emotional.

c. Being well organized - Men are generally expected to be organized while we often view women as being a bit disorganized.

d. Being good with the VTR - Men are supposed to be mechanically inclined while women are not.

e. Being a firm disciplinarian - Men are supposed to have a knack for being firm, women are expected to be gentler and less consistent.

f. Being aggressive - Men are expected to "get ahead" while women are expected to "keep their place".

g. Being loudly confident - Men are supposed to be sure of themselves, women are supposed to be quieter and more subdued.

h. Being a leader - Men are expected to lead, women to follow.

i. Being bold and brave - Men are expected to show off a bit, but bold, brave women "don't seem to know their place".

j. Being sexually aggressive - Men should "always make the first move", and can boast about their exploits, but women should be passive and silent.

The facilitator, after doing his self-disclosure, should erase his list or cover it so that students make their own lists. They should be encouraged to focus on their own behavior as teenage boys or girls, and should deal with behaviors or roles that they demonstrate in the Life Skills learning group.

When students have prepared their lists of behaviors, each one of them should disclose it to the rest of the group.

5. Evaluation. The facilitator should focus on the specific sex stereotyped behaviors identified by students, and get a committment from the members to try to overcome these, and to try to communicate as equals without playing stereotyped roles. He advises them that he will expect students to confront each other when they show signs of discriminating because of sex, in what they say or do, in the learning group. He should ask students to specify attitudes or behaviors of a sex stereotyped nature that they hold, and that were revealed in the lesson.

6. Planning. Students may wish to decide upon a system whereby they could simply let each other know when they detect a sex bias. For example, girls who feel that they are being discriminated against by a boy could say "chauvinist" to him, and boys who feel they are being discriminated against by a girl could say, "femme" or something equivalent.

Students may wish to keep a record of sex biased behaviors and could prepare a chart for that purpose.

PEER GROUP

Lesson 5: Peer Group Values

Time: 3 hours

Developmental task #10; Peer track; Skill cluster - Giving and receiving responsible feedback

Acquiring a set of values and an ethical system as a guide to behavior is a major developmental task of adolescence. Values, the ideals of life, the things and ideas judged as highly important in life, determine to a great extent one's attitudes and behaviors. Many and varied influences impress values upon the maturing adolescent, among these being family, religion, community influences, law, education, politics and friends.

A study carried out at the University of Alberta[1] indicates that when students were asked to respond to the question, "Which of these things would be hardest for you to take: a) parents' disapproval, b) teachers' disapproval, c) breaking with a friend?", the responses indicated that students felt an almost equal concern with maintaining peer and parental respect. Forty-five percent indicated that parents' disapproval would be hardest to take, 46.19 percent indicated breaking with a friend would be hardest to take, and only 7.1 percent indicated that teachers' disapproval would be hardest to take. This study points out the very influential nature of the peer group in determining adolescent behavior. Pop culture, fads, and counter culture movements tend to confirm that the peer group has temendous influence over its members. The youthful admonishment that, "You can't trust anyone over 30", indicates that youth turn to

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1. David Friesen, "Value Climates in Canadian High Schools", the Canadian Administrator, University of Alberta, Dept. of Education Administration, Volume 6, No. 1.

the peer group in search of values.

The topic of "values" has been a hot topic in Northern Canada for some years now. Government, representing the values of the larger Canadian society, has often been accused of attempting, through educational programs, welfare programs and the political system, subversion of the traditional values of natives by imposing upon them the values of the South.

It is undoubtedly true that a conflict of values is a large part of the overall cultural conflict occurring in the North. If one allows the assumption that adolescents are more sensitive to the swings of mood and opinion in their society than adults are, then it is probably this group that faces the most difficulty in coping with onrushing change. The other side of the coin is that adolescents, while predominantly idealistic, tend to be more flexible in thinking than adults and consequently stand a better chance of adapting to change.

Peer group influence can be a very positive force in an adolescent's life. It can provide him or her with the social reinforcement of being accepted, listened to, and respected. It can also, in some situations, be a negative influence as it stifles individuality, enforces conformity, and forces one to behave in conflict with personal values.

In this lesson students investigate some of the peer group influences they are subjected to. They identify areas of conflict with their personal values, and provide each other with responsible feedback about how they influence one another in positive and negative ways. If one is to resist what one considers to be a negative pressure by his or her peer group, it is essential that one develop skills in giving and receiving feedback that will enable peers to gain appreciation of one's position without creating excessive alienation from the group.

Objective:

Students give and receive responsible feedback within the group regarding the pressures that the peer group brings to bear upon them.

They identify some of the values of their peer group, and identify points of conflict with personal values.

Resources Required:

Flip chart or chalkboard

20 copies of the form, A List of Values

Contents and Activities:

1. Introduction. The facilitator could have the students participate in a breaking-in or breaking-out exercise. Either one or both would be appropriate to introducing a discussion about the feelings of inclusion or exclusion from a group.

   a. Breaking-out. Students form a closed circle. A volunteer is asked to go inside the circle and attempt to break out of it. The students forming the circle are to keep him or her in.
   b. Breaking-in. Students form a closed circle, but this time the vounteer attempts to break into the circle. Students forming the circle are to keep him or her out.

Students who wish to be "it" should each be allowed to try breaking-in or breaking-out of the circle. Those who are reticent should be encouraged to try.

The breaking-out exercise may initially be more appropriate since it can be assumed that inclusion feels better than exclusion.

2. Discussion. When all or most students have been "it", the facilitator should have students return to the working circle. It can be anticipated that students will make spontaneous comments about the experience because the exercises are stimulating. The facilitator should join in this discussion in a spirit of fun, but should mentally note the expressions of feeling by the students.

If the feelings of students are spontaneously expressed, there may be no need for the facilitator to structure the discussion, but if the students comment only on the process of the exercise it may be necessary to ask certain questions about the feelings of students when they were "it" and when they were part of the closed circle:

"__________ (addressing a specific student), how did you feel when the group didn't let you in (or out) of the circle?"

"Did any of you really have a strong feeling about wanting to keep __________ (student's name) in (or out) of the circle?"

"Have any of you ever had an experience in real life where you felt that you were being kept in (or out) of a group against your will?"

"Do any of you ever get the feeling that you're being asked to do things that you disagree with in the Life Skills group?"

"Have you ever been with a group of people that were doing something you felt was wrong, but you didn't know how to deal with it because you felt that people would call you 'chicken'?"

"Do you ever feel that what you believe in is quite different from what your friends believe in?"

3. Objective Enquiry/Skill Practice. The facilitator should introduce the idea of values. He should make the concept plain; the ideals by which we live, the ideas we truly believe, the ideas and concepts we cherish, the beliefs that we act upon.

Students may be asked to identify some of the basic values that they see being held in their community. "What ideals or beliefs are most cherished in your community?" The facilitator may have to get the discussion going by listing some values on the chalkboard or flip chart: friendship, courage, honesty, religion, etc.

When students have understood the concept of values, the facilitator should ask them to divide themselves into 2 sub-groups. Each sub-group is given the form A List of Values and asked to work together in picking out the ten values that they think their peer group in general, in their community, would most believe in. They are to check off their choices in the first column of blanks.

When the group choices have been made, each student is given a copy of the form, A List of Values, and asked to individually pick his or her personal top ten values.

4. Application. While students are working on their individual choices of values, the facilitator should post the group lists on the chalkboard or flip chart. These should be concealed as much as possible while students are working on their individual lists of personal values.

After students have completed their choices of personal values, the facilitator should ask each student to compare his or her personal list to the list prepared by the group he or she worked with. Each student is to identify in what ways his or her personal values differ from those of the group. The facilitator and other students should point out conflicts of values. For example, a student may identify "Being important, powerful" as a personal value, while the group may have picked "Being democratic, being cooperative, not being bossy" as a value. Or, the group may have picked "Being free to do as one likes, not having responsibility" as a group value, while an individual may have picked "Working hard toward his or her goals" as a value.

Each student should be allowed to point out areas of difference between group and personal values, for himself or herself, and for others. Students should be encouraged to responsibly confront each other regarding obvious clashes among group and personal values.

5. Evaluation. The evaluation phase of this lesson should focus on giving and receiving feedback about the pressures, both positive and negative, that the peer group brings to bear upon the individual as a member of the group. The facilitator might ask questions like the following:

"Can any of you recall any time recently when you were out with friends and you disagreed with what you all, as a group, were doing? Let's hear about it."

"Is there sometimes pressure on you to behave in a certain way in school? Who does the pressure come from?"

"Do students who do well in school ever get accused of being brown-nosers or teachers' pets? Do any of you do this?"

"Do you prefer being with a group of friends to being alone? Why?"

"Who can you really talk to about things that are important to you or about problems you might have?"

"Who do you trust most of all?"

"Are your values, the ideas you believe strongly in, most in agreement with those of your parents, teachers or people your own age?"

6. Planning. The group and personal value forms completed by students should be filed away for use in future lessons dealing with the values theme.

Lesson 5: Peer Group Values

A List of Values

1. Courage, being brave ______ ______
2. Sharing ______ ______
3. Being democratic, being cooperative, not being bossy ______ ______
4. Being moderate, not doing wild and extreme things ______ ______
5. Self-control, not getting carried away ______ ______
6. Being dependable, trustworthy, reliable ______ ______
7. Humility, not being too proud ______ ______
8. Self-respect, feeling that you are okay ______ ______
9. Being easy to get along with, fun to be with ______ ______
10. Working hard toward goals ______ ______
11. Loving and enjoying life and its experiences ______ ______
12. Being rational, acting because of what you think not because of feelings ______ ______
13. Making use of all of your strengths and abilities ______ ______
14. Being honest with everyone including yourself ______ ______
15. Being independent and making your own decisions ______ ______
16. Treating others as you want to be treated by others ______ ______
17. Maturity, wisdom and ability to see things truthfully ______ ______
18. Being contented and at peace with yourself and others ______ ______

19. Empathy, understanding and accepting yourself and others ______ ______

20. Making money ______ ______

21. Getting the things that you want ______ ______

22. Being happy ______ ______

23. Being loved and accepted ______ ______

24. Sincerity, being a real and honest person ______ ______

25. Being healthy ______ ______

26. Being beautiful ______ ______

27. Being important, powerful ______ ______

28. Being popular, liked by many people ______ ______

29. Being quiet, not talking much ______ ______

30. Being free to do as one likes, not having responsibility ______ ______

31. Being well educated ______ ______

32. Being a good family member ______ ______

33. Being clean and neat ______ ______

34. Being religious, believing in a power greater than man ______ ______

Add any values that are not listed, but that you feel are important.

35. ______ ______

36. ______ ______

37. ______ ______

38. ______ ______

39. ______ ______

40. ______ ______

LEISURE

Lesson 6: Helpful Group Behaviors

Time: 3 hours

Developmental task #1; Leisure track; Skill cluster - Helpful and harmful group behaviors

Puberty, the physical beginning of adulthood, triggers one of the most profoundly complex chains of maturational events in a person's life. With the onset of puberty comes a new awareness of the opposite sex; peer friendships and relationships with parents, one's view of self, perspectives towards the community, leisure activities, and orientation toward school all take a rather abrupt shift in direction or emphasis or both.

Up until the time of puberty, at the age of 11, 12 or 13 years, relationships with the opposite sex are childish ones. For example, prepubescent children are excused when they rough-house around, and fighting with a member of the opposite sex, while not approved of, is usually excused. To a teenager, this sort of behavior is proscribed by society. Abruptly, in the period of a year or so, new relationships and behaviors are expected to emerge and indeed sexual awareness creates an internal pressure to approach members of the opposite sex in a new way. How well an adolescent achieves the task of developing new and more mature relationships with peers of both sexes will have a great influence on adult behavior. During the several years classed as the adolescent period of human growth, the emerging adult experiments intensely with new behaviors, attitudes, ideas and concepts.

Most adolescent leisure time activity is carried out with a group of peers. What on the surface may appear to be aimless "hanging around" is actually productive developmental activity, and the teenage gangs could probably be described as mobile, experimental, behavioral laboratories.

In the North, in communities of heterogeneous racial/ethnic mix, the onset of adolescence and its intensified sexual and social awareness often brings with it an increased awareness of differences among people. This intensifies the problems of achieving new relationships with peers since racial and socioeconomic differences which were of no significance in childhood often become the bases by which peer group alignments are made. Thus, one sees a drifting apart of childhood friends, and the need for social realignments becomes more pressing.

This lesson deals with the skills of being a helpful group member. While these skills are of immediate use in the Life Skills learning group they are also of importance in real life, since they can enhance one's relationships with others in a wide variety of group activities. Thus, the acquisition of helpful group behaviors will assist the adolescent in achieving new and more mature relationships not only with peers, but with adults and children as well.

The content of this lesson deals with leisure. Students engage in planning and executing a brief creative exercise, and go on to identify the helpful task and maintenance group behaviors used by themselves and their fellow group members in the planning of the creative exercise. They apply their newly acquired helpful group behaviors by engaging in a structured group discussion concerning their leisure time activities.

Objective:

Students learn and use helpful group task and maintenance behaviors while participating in discussions relating to the leisure track of the Life Skills Course.

Resources Required:

VTR equipment
Flip chart

Contents and Activities:

1. Introduction. Several approaches might be taken to introducing this lesson on working with peers of both sexes in activities related to leisure time.

a. The facilitator could break the group into three sub-groups ensuring that each has a mix of male and female group members. He could give each sub-group 3 miscellaneous objects available in the room and ask them to plan and demonstrate a group game using the 3 objects, and involving all members of the sub-group.

b. The facilitator could have sub-groups of male and female group members plan and carry out a skit either in pantomime or with a script, again involving all members of the sub-group.

c. The students in mixed sub-groups might plan and create a body sculpture in which they use their bodies to create an impression of an animated object. For example, they may wish to become an unfolding flower, a running engine, or a tree swaying in the wind.

d. Sub-groups might choose one of the above three alternatives or suggest one of their own. It must, however, meet the following criteria:

- Everyone must participate
- It must be planned in the sub-group
- The sub-group, if possible, should include both male and female group members.

The students are given ten minutes to plan their game, skit or sculpture. The facilitator videotapes sub-groups while they are making their plans. Videotaping is essential since the videotape will be used to point out helpful group behaviors in the discussion phase.

When the ten minute planning period is up or all sub-groups indicate that they are ready, each sub-group puts on its demonstration. The facilitator should videotape the demonstrations so that participants can later see their own presentation.

2. Discussion. The facilitator should briefly explain the three categories of helpful group behaviors; helpful task behaviors, helpful maintenance behaviors, and helpful combined task and maintenance behaviors. A list is attached to this lesson. He should make clear the difference between task and maintenance behaviors, and should stress the maintenance behaviors as those that are useful whenever we participate in a group. He should ask students to identify activities that they carry out in a group, in school and outside of it.

The facilitator should play back the videotape of the sub-group planning sessions, pausing whenever he sees a fairly obvious helpful behavior. He should have students identify the behavior by asking, "What did ____________ just do that was helpful?" He should list the behaviors identified by students on the flip chart or chalkboard.

3. Objective Enquiry/Skill Practice. The facilitator should fill out the students' list of helpful group behaviors by listing any that were not identified in the videotape. If the facilitator has been using a flip chart he should post the lists of helpful group behaviors in a prominent place in the classroom so that the lists serve as a memory aid.

The part of this lesson dealing with listing of helpful group behaviors may be rather dry and boring so the facilitator could play back the student demonstrations previously videotaped as a break part way through the listing or after that part of the lesson is completed.

Before beginning the Skill Application phase, the facilitator should draw attention to the helpful group maintenance behaviors as behaviors that can help people in any group develop better relationships with others in the group. They are skills used in showing respect for others in the group and making sure that everyone in the group can participate.

4. Skill Application. The facilitator should draw the students' attention to the lists of helpful group behaviors posted in the room, and should seek a committment from students to use them in the following exercise.

The facilitator should ask the students to define "leisure time". The group should reach some understanding of the term so that they are in substantial agreement as to what it means.

The facilitator and students brainstorm the question, "What do we, as teenagers, do in our leisure time?" The facilitator lists the student suggestions on the chalkboard or flip chart.

The facilitator assigns the group one of the following tasks:

a. Students as a group are to discuss and decide upon the 5 activities from the list on the chalkboard or flip chart that are preferred by most of them. It is unlikely that consensus can be reached so the students will have to adopt some method, perhaps a vote, in making their decision. Students are given 10 minutes to accomplish this task.

The facilitator videotapes the discussion for use in the Evaluation phase.

b. Students could be assigned a topic of discussion like: "In what way are our leisure time activities different from those of children?" Again, students would be given 10 minutes to discuss the topic and record the differences they identify.

The facilitator should videotape the discussion.

c. The students could be given the task of deciding upon an actual leisure time activity that they would later plan in detail and carry out. The objective now would be to decide what they would like to do, as a group, at some future time. For example, students might decide upon a canoe trip, a weiner roast, a game, a sports event or a Life Skills group party.

The facilitator videotapes the discussion.

5. Evaluation. The facilitator plays back the videotape, and students point out helpful group behaviors demonstrated during the class discussion. The facilitator should note any students who do not participate in discussion so that he can plan ways to include them in future discussions. Students should be encouraged to make group and individual committments to continue using the helpful behaviors that they have demonstrated, and to adopt any that they lack.

Students might be asked the question, "Do you *feel* that these behaviors can help a group operate more effectively and smoothly?"

6. Planning. If students were given option C in the Application phase, it may be appropriate to have the group make more specific plans for carrying out their leisure time activity. The facilitator might suggest using the 5WH questions as a guide in arriving at a plan.

Lesson 6: Helpful Group Behaviors

1. Helpful task behaviors - Those behaviors by individuals that help the group achieve its task.
    a. Initiating activity - getting things started or moving in a new direction.
    b. Seeking information - filling in incomplete, necessary information by asking others.
    c. Seeking opinion - getting opinions of other group members.
    d. Giving information - helping others by telling others what you know about the topic.
    e. Giving opinion - letting others in the group know what you think or feel.
    f. Elaborating - clarifying - adding information or clearing up information that may be unclear or misunderstood.
    g. Co-ordination - assigning tasks, getting people to work together.
    h. Summarizing - briefly adding up what has been said or done so far.

2. Helpful maintenance behaviors - Those behaviors by an individual that help the group work together smoothly.
    a. Encouraging - getting other people to keep going by letting them know that they're doing well.
    b. Gatekeeping - making sure that everyone has an opportunity to participate, give opinions and information.
    c. Standard-setting - suggesting or demonstrating rules and guidelines for group behavior.
    d. Following - paying attention to what is being said or done and sticking to the topic or task.
    e. Expressing group feelings - paying attention to and expressing what people in the group are feeling.

3. Helpful combined task and maintenance behaviors - Behaviors that serve both getting the job done and helping the group to operate smoothly.
    a. Evaluating - assessing what's happening or what has been accomplished, and finding ways to improve.
    b. Diagnosing - finding out what is wrong in the group.
    c. Testing for consensus - finding out if everyone in the group agrees with what is happening.
    d. Mediating - harmonizing - settling differences, and getting people together.
    e. Relieving tension - when feelings get high or things get "hot", doing something to relieve the tension, i.e. - joking, soothing.

FAMILY

Lesson 7: Expressing Feelings

Time: 3 hours

Developmental task #4; Family track; Skill cluster - Expressing feelings

One of the bases of the Life Skills approach to education is a recognition of the validity of directly addressing learning in the three learning domains: the cognitive (knowing), the affective (feeling) and the psychomotor (acting). It might be hypothesized that most of our actions, what we do, are based not so much on what we know, but on what we feel, especially in areas of activity affecting us personally. Regardless of whether this hypothesis is sound or not, it must be recognized that all experiences involve feelings and emotions as a cause, as a result, or both.

The adolescent developmental task of achieving emotional independence from parents and other adults involves learning in the affective domain. The childlike physical and emotional dependence on parents must be replaced by a healthy, balanced independence, a willingness and ability to behave in one's own best interests, and to chart one's own courses of action. This does not involve, in most cases, making a total break with one's parents, but it does involve a stretching of the emotional ties in order to allow for greater independence of thought and action.

The northern, native child probably receives more independence earlier in life than does the white, middle class youngster. The native parent does not renege on parental responsibility, but is probably prepared to risk giving the child more responsibility for his own actions at an earlier age. The emotional ties between adult and child remain strong, but not oppressive. The traditional, somewhat authoritarian school atmosphere, often clashes with the freer atmosphere in the home and community. Adults in the community are willing to grant emotional independence and responsibility for self to the child, while the school atmosphere fosters dependence on the adult teachers, and by virtue of its authoritarian and disciplined structure gives little responsibility to the same child.

In this lesson students begin to examine the task of gaining emotional independence from parents, and to use this content in learning some of the skills involved in expressing one's feelings.

Some students may refuse to describe their feelings about what they may consider to be a private matter. The facilitator should encourage students to express their feelings, but he must be prepared to accept a refusal.

The exercises in this lesson, while dealing with a high risk topic, do have a "fail-safe" quality in that if a student objects to an exercise, he or she is expressing a feeling. The facilitator should be prepared to acknowledge these expressions of feeling.

Objective:

Students practise using the skills of expressing feelings.

Resources Required:

Flip chart
VTR equipment
Situation cards - Family Role Play

Contents and Activities:

The facilitator should have the video equipment set up, and the room arranged so that there is a clear space in the middle.

1. Introduction. The facilitator has students form two equal lines facing each other in pairs. He tells the students in one line that they are leaving home to go to school in a city. Each student in the other line is told that he or she is the parent of the person opposite. Without speaking, each parent-child pair are to express their

feelings and say good-bye to each other. They may move if they wish.

The facilitator can anticipate that the exercise will evoke a great deal of emotion: laughter, embarrassment, uncomfortable fidgeting, and ridicule; and that few pairs will atually make any real attempt to express the emotion that the scenario calls for. At this stage in the lesson this does not matter.

The students should be given several minutes to do the exercise, and should then be asked to form their usual group circle.

2. Discussion. The facilitator should ask students to describe what they felt during the previous exercise. The students will probably respond with general terms like, good or bad, dumb or stupid, mad or okay. The facilitator should list these on the flip chart or chalkboard.

The facilitator should pick out some of the more general terms used by students to express feelings and ask students to more specifically explain what the terms mean. For example the word "mad", which is commonly used, can mean different things in different situations. It is often used to describe the feeling one gets when he tries to do something and it doesn't work. Frustrated would be more precise. It is sometimes used to describe the feeling one gets towards a person who does him some wrong. Angry would be more precise. It is sometimes used to describe intense anger. Enraged would be more precise.

The facilitator should have students identify more precise terms to describe the general terms we so often use in describing feelings. He might suggest using brainstoring as a technique, deferring judgement initially, and then returning to the original broad terms to have students pick out the more precise terms that relate to them.

As a final exercise in the Discussion phase of the lesson, the facilitator might ask students to refer back to the original instructions for the exercise. Those students who were role playing parents could get together in a sub-group, and identify feelings that a parent in that situation might feel. The students who role played being children should identify feelings that a child in that situation might experience.

3. Objective Enquiry/Skill Practice. The facilitator should point out that all experiences involve feelings or emotions. The exercises just carried out were meant to generate feelings to be used in building a vocabulary to use in describing feelings. He should point out the 4 rules of expressing feelings:

a. Levelling - being open and honest about what one is feeling, and trusting the listener to accept this honest expression of feeling.

b. Immediacy - staying in the "here and now" by expressing what one is feeling at the time he is feeling it or as immediately as possible.

c. Specificity - being as precise and specific in describing one's feelings as possible, avoiding general terms that might be misinterpreted.

d. Congruency between what is said and what is shown - the nonverbal cues should coincide with or match what one expresses in words.

The facilitator should list these on the flip chart or chalkboard as a memory aid for this lesson.

The students should be asked to break into dyads to practise expressing feelings. Students should be instructed to give each other feedback on specific behaviors, and to tell each other how it makes them feel to receive feedback and to give it. The facilitato might suggest that they give positive feedback, but if the students feel secure about giving negative feedback they may. The facilitator might role play a modelling exercise with a student by having the student point out one of the facilitator's behaviors. The facilitator should express his feelings about the feedback, remembering to level, be immediate, be specific and be congruent.

Students should practise for 15 minutes or so, and the facilitator should circulate from dyad to dyad acting as an observer and providing feedback to the students.

If the students are reticent about carrying out the exercise in dyads, the facilitator should respond to their feelings by encouraging them to talk about why they feel threatened by the exercise. This should evoke some expressions of feeling by the students.

4. Application. The facilitator should introduce the adolescent developmental task of achieving emotional independence from parents and other adults by asking some of the following questions:

"When you were children who did you look up to and admire most?"

"As children who were you closest to?"

"Who do you admire most now?"

"Who are you closest to now?"

"Do you find yourself disagreeing with your parents and other adults more now than when you were children?"

"Do you believe most things adults tell you now the way you did when you were younger?"

"When did you realize that you do not have to agree with your parents and other adults?"

If any of the above questions seems to generate a spark of interest, and if feelings are expressed, the facilitator should allow the discussion to continue.

The facilitator might read the following statements to the students and have them express how the statements make them feel:

a. Young people should be seen, not heard.

b. It is a person's duty to obey his parents.

c. A typical Canadian family is made up of 1 mother, 1 father, and 1.5 children.

d. Schools are places for teachers to work.

e. The father should be boss in the family, and his word should always be final.

f. Indian children get much more independence from the family at an earlier age than do white children.

g. Adults should make important decisions for young people because they have had more experience in life.

h. You can't trust anyone over 30.

i. It is a person's duty to support his parents when they are old.

Another alternative to get the students to express feelings about emotional and material dependence/independence from parents and other adults might be to read the following statement and allow the students to react to it:

> "However a young person may feel about it, he is not an adult until the law says he is. In Saskatchewan you are legally an adult at the age of 18."

If the students wish to do so they might choose to role play situations that occur between parent and child in the family. The situation cards included with this lesson could be used or the students might engage in free role play in expressing feelings to a role play parent.

5. Evaluation. Students may be asked to review the 4 rules of expressing feelings.

The facilitator should ask students to comment on why expressing feelings properly is an important life skill.

The students might be asked to express their "here and now" feelings about the lesson.

Students might be referred back to the exercises used in the Application phase, and asked to evaluate how well they were able to express their feelings. "Did you level? Did you express your 'here and now' feelings? Were you able to describe exactly how you felt? Were you congruent? Did your non-verbal cues match your words?"

6. Planning. The facilitator should advise the students that expressing feelings will be an important set of skills used in the course, and that students will be expected to use the skills in every lesson.

Students should be encouraged to teach the skills to someone outside the group.

Lesson 7: Expressing Feelings

Family Role Play #1

You have just brought home your report card. It is quite good and your mother says, "This is a good report.... You're a good boy (or girl)."

This makes you feel __________ and you tell her.

Lesson 7: Expressing Feeling

Family Role Play #2

You've had a date planne
At supper time your father sa
stay home and babysit this ev
mother and I want to go out."

You feel ____________ an

Lesson 7: Expressing Feelings

Family Role Play #3

You've been at a friend's place listening to records and talking. You just got home at 1:00 in the morning on a Wednesday night. Your mother, who has been worried about you is angry and says, "You've been out running around with those darn friends of yours again."

You feel _________ and you express your feelings.

Lesson 7: Expressing Feeling

Family Role Play #4

You're 18 years old and y
to go to work. You've just t
says, "You're just like all y
to run around all night and g

You feel __________ and y
feel.

eelings

ght home your report card. It
mother says, "This is a good
d boy (or girl)."

l __________ and you tell her.

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riend's place listening to
ou just got home at 1:00 in
day night. Your mother, who
you is angry and says, "You've
with those darn friends of

and you express your feelings.

Lesson 7: Expressing Feelings

Family Role Play #2

You've had a date planned for over a week now. At supper time your father says, "You'll have to stay home and babysit this evening because your mother and I want to go out."

You feel ____________ and you say so.

Lesson 7: Expressing Feelings

Family Role Play #4

You're 18 years old and you want to quit school to go to work. You've just told your father who says, "You're just like all your friends. You want to run around all night and get drunk."

You feel __________ and you tell him how you feel.

Lesson 7: Expressing Feelings

Family Role Play #5

It's a school day, but your mother wants you to stay home to help around the house. You know that you'll be punished if you miss another day of school, and yet you don't want to say no to your mother.

You feel _________ and you tell your mother how you feel.

Lesson 7: Expressing Feeling

Family Role Play #6

You had an accident, whi
with your father's car or pow
gets angry and says, "You nev
going and you're always wreck

You feel __________ and y

, but your mother wants you to
nd the house. You know that
you miss another day of school,
to say no to your mother.

_ and you tell your mother how

Family Role Play #6

You had an accident, which was not your fault, with your father's car or power tobaggan. Your father gets angry and says, "You never watch where you're going and you're always wrecking something."

You feel __________ and you express your feelings.

COMMUNITY

Lesson 8: Economic Independence In Our Community

Time: 3 hours

Developmental task #5; Community track; Skill cluster - Recognizing a problem situation

Achieving economic independence is, in the earlier stages of adolescence, a rather distant prospect. In northern areas of Canada which all too often have at best a shaky economic base, the prospect of economic independence becomes not only distant in time, but tenuous in terms of probability. In many of our northern communities, job and entrepreneurial opportunities are severely limited, and those that are available are usually seasonal, menial, and relatively low-paying, and often all three. The traditional occupations and sources of income; trapping, fishing and hunting have become less profitable due to increasing population pressures, and because production costs have outstripped the returns producers are able to get for their products. These and many other complex economic factors have relegated many of our northern residents to becoming dependent upon government income supplement schemes.

While the rather dismal economic situation in our North does show some signs of changing it is unlikely that any immediate relief can be anticipated for a significant number of northern residents who will continue to be employed in low paying, menial and seasonal jobs. They will continue on the welfare roles, at a subsistence level of economic survival for at least part of each year.

Northern adolescents, most of whom are aware of this, continue in a majority of cases, to leave school as early as the law allows in order to try for economic independence. One of the most common reasons for leaving school prematurely given by northern yourth is that they are going to get a job. But, in a job-scarce community the prospects are often dim, and in a significant number of cases, nonexistent. Most of the permanent, higher paying and prestigeous jobs available in a community in the North are held by better educated people from the South and while conscientious efforts are being made to change this, progress is slow. And so, the vicious cycle continues. Young people in quest of economic independence drop out of school to take jobs which all too often do not exist or are of an impermanent nature. Young people by dropping out of school remain underqualified for the good jobs, and so they enter the corps of underemployed and under-rewarded workers of the North.

While Life Skills for Northern Adolescents cannot hope to solve this problem it may contribute to a breaking of the cycle for some northern youth by helping them become more aware of the economic situation in their communities. This may help young people take a more realistic look at their prospects for economic independence, and may bring them to question some of the traditional economic patterns in effect in their community. It may also lead them to reassess their own frequent tendency to reach for immediate economic independence at the expense of their education and long-term economic independence.

In this lesson students will become more aware of the economic problems of their communities by using the 5WH questions; who? what? where? when? why? and how?, to describe the problem situation. It is unlikely that any real alternatives will be generated, but students will gain background information and skills that could be enlarged upon in future lessons. Students will apply the 5WH problem-solving skill in interviewing each other.

At this early stage in the course it is adviseable that the students receive assistance from the facilitator in planning and structuring their activities. The facilitator should anticipate having to assign rather definite tasks to individuals or groups. He should not have unduly high expectations about the degree of involvement to be anticipated on the part of the students, but he must insist on each student at some stage in the lesson using the 5WH questions on his own.

Objective:

Students use the 5WH questionning technique as a means to recognizing economic problems in their community.

Resources Required:

Cassette audio recorder

3 copies of the 5WH Record Form for each student

2 large pictures of an individual or a group of people at work

Contents and Activities:

1. Introduction. The facilitator introduces the word "economic" by telling students that it has to do with "production, distribution and consumption of wealth". He should expand this by telling them that any activity; working for pay, buying and selling, being paid for moving things, government spending, anything that causes money to change hands is economic activity.

The facilitator could ask the full group to divide into three sub-groups and play the following game:

- Each sub-group is to take 10 minutes to identify economic activities; things that cause money to change hands, to move from person to person, from business to business, from business to person or person to business, that take place in their community. The group that generates the most ideas wins the game. Ideas should be written down.
- If the facilitator considers it necessary he might use some of his own economic activities as examples. i.e. gets paid for work, buys food, rents his home, pays someone for fish, etc.

2. Discussion. After 10 minutes the facilitator should call the students together and compile a master list. The facilitator and students decide which team won, but the facilitator should praise all participants for their ideas.

If the students have missed any obvious economic activities, the facilitator should drop hints that will evoke student responses. Since government plays a major role in economic activity in the North the facilitator could draw attention to the government institutions that exist in the community, i.e. schools, post office, government workers, government equipment, other government offices, etc., and have students comment on how these help create economic activity.

3. Objective Enquiry/Skill Practice. The facilitator should introduce the lesson objective by telling students that they are going to use certain types of questions to take a look at some of the economic problems that exist in their community.

He further tells the students that they will first practise asking and answering the 5WH questions, and will then use them to ask and get answers to certain questions about the economics of the community. The 5WH Record Form should be handed out.

The facilitator writes the following questions on the flip chart or chalkboard so that students can answer them on their forms:

a. Who is in the picture?
b. What is he doing or are they doing?
c. Where is it being done?
d. When do you think it is being done?
e. Why is it being done?
f. How is it being done?

The facilitator then shows the students the first of the pictures and asks the students to jot down what they think the answers are to the questions. Unless the picture is a very specific one he might advise the students that there may be several answers to each of the questions, but that they are required to put down only one unless they wish to write down more.

The students are allowed about 6 minutes to fill in their forms. The facilitator then has students read off their answers to the questions, and allows any discussion to continue as long as it serves a purpose.

The facilitator presents the second picture, erases or covers up the questions he had presented, hands out new copies of the 5WH Record Form, and asks students to prepare 5WH questions about the picture. Students should be given about 5 minutes to write down their questions.

The students are asked to exchange their Record Forms with the person next to them. They are then asked to answer the questions on the sheet they received.

Students are again given about 6 minutes to answer the questions. They hand the sheet back to the person who asked the questions, and then discuss the questions and answers in pairs to decide whether the questions were clear enough and whether the answers were what the questioner expected to get.

The facilitator posts the 5WH questions in a prominent place in the classroom.

4. Skill Application. The facilitator should bring the discussion back to the topic of community economics by suggesting that the students use the 5WH technique to find out more about economic problems in the community. He should suggest that students may want to conduct interviews with parents, other community residents, community workers, teachers or community businessmen in order to get more information about economic problems.

At this stage in the course it may be advisable to allow students to work in pairs in doing their research.

If some students do not like the idea of having to carry out an interview, though this is probably the most effective technique for this lesson, they may wish to do some library research or research of documents that may be available from government agencies, local community authority or band council.

The facilitator should ask students to form working pairs, and to plan how they are going to go about the task of getting information that will make them more aware of community economic problems. Each plan should include the following points:

a. What is going to be done to get the information?
b. Who must be contacted to get the information?
c. When is this going to be done?
d. Where is this going to be done?
e. How are the arrangements going to be made?
How are we going to approach people for the interview?
f. What specific questions are going to be asked and answered?

The facilitator may suggest that some students may want to study the topic of community economics in the past. In this case students would have to get some historical information, probably by interviewing community elders. Other students may wish to do a comparative study comparing the past with the present.

The facilitator should also advise students that they can use the cassette recorder or the 5WH Record Form to make a record of the information they get.

The students will probably have to do their research in their own time since the time allotment for this lesson will probably not be sufficient to complete this project. They should be advised of this.

The facilitator should circulate about the room assisting students in making their plans. He should ensure that students decide upon specific 5WH questions that they are going to seek answers to. If the questions are going to be asked in a native language the students should have a clear translation of them into that language.

Students should gather their information before the next Life Skills session.

Those students who wish to do so should role play their interview techniques as a rehearsal.

5. Evaluation. This phase of the lesson will probably have to be carried out at the beginning of another Life Skills session.

The facilitator should ask students to report the information they gathered. If any students had elected to get information about the past it may be appropriate to start with these reports.

Much of the information gathered may be opinion rather than fact so students may dispute each other's findings. Discussion should be allowed to continue as long as student interest is maintained.

The main task of the Evaluation phase is to assess the effectiveness of the 5WH questions as the basis for bringing about an increased awareness of a problem.

The following questions could be asked:

a. Did you get the information you planned on getting?
b. How did people react when you approached them about an interview?

c. Were you well enough prepared for your interviews?

d. Were your questions well prepared?

e. Did the 5WH questions get the information you wanted?

f. Do you know more about the economic problems of your community now than you did before?

6. Planning. The students may be interested in following up this topic by inviting a guest speaker on community economic development from a native organization or government agency. The University of Saskatchewan, Extension Division, and various government agencies both federal and provincial, are good sources of information on economic development.

Lesson 8: Economic Independence In Our Community

5WH Record Form

1. Who ________________________________?

2. What ________________________________?

3. Where ________________________________?

4. When ________________________________?

5. Why ________________________________?

6. How ________________________________?

LEISURE

Lesson 9: Describing a Problem Situation

Time: 3 hours

Developmental task #9; Leisure track; Skill cluster - Recognizing a problem situation

Much of the criticism levelled against adolescents concerns their choices of leisure time activities. Adults, all too frequently, see the leisure time behavior of adolescents as socially irresponsible, wasteful, and sometimes destructive. They see no purpose or excuse for what appears to be aimless "hanging around", for loud and boisterous behavior, for overconsumption of alcohol, for the trend toward use of non-medical drugs as social stimulants. What adults frequently fail to realize is that these seemingly negative behaviors are often symptoms of problems, and not the problems themselves. Adolescence is a time of behavioral experimentation, of insecurity, of restlessness, of need for companionship and stimulation. The adult who has met and overcome the problems of adolescence is often short of memory and unsympathetic to the adolescent's problems.

This lack of awareness of the real problem is not characteristic of adults only; adolescents in their preoccupation with their own symptoms often fail to recognize the problems they face as natural, developmental ones. Recognizing this will not cause the problems to disappear, but it is an essential step in finding ways of coping.

Leisure time problems in the North are quite well known, and much publicity has been given to some of the associated symptoms. Overconsumption of alcohol is one, and a relatively high crime rate is another. While these problems are not directly attributable to an excess of leisure time, this is a contributing factor. As these symptoms apply to adolescents in school for whom a major part of each day is taken up by educational pursuits, it might be hypothesized that the recreational resources of northern communities are inadequate even to serve in a socioeconomic setting where most people are employed. In a northern community, where a large percentage of the employable population do not work regularly, the leisure-time resources are pitifully inadequate.

This lesson addresses the problem of achieving socially responsible leisure time behavior in a community with inadequate recreational resources. The students are confronted with certain facts, and are asked to work through the process of recognizing the leisure-time problems they face.

In this lesson the facilitator will have to be prepared to use responsible confrontation in testing assumptions that students might make. He may have to adopt the role of "devil's advocate" in order to confront the students who may attempt to shift all of the responsibility away from themselves.

Objective:

Students ask and answer 5WH questions to describe the leisure time problems that they as adolescents face in their community.

Resources Required:

A copy of Opinion Survey Tabulation for each student

15 pictures to be used in 5WH skill practise - to be selected by the facilitator.

Contents and Activities:

1. Introduction. An opinion survey of adolescents, parents, teachers and community workers was carried out by the authors in the 6 northern Saskatchewan communities of La Ronge, Green Lake, Beauval, La Loche, Stanley Mission, and Pinehouse during October, 1973. The survey sample included 100 in-school adolescents, 23 parents of adolescents, 25 teachers, and 15 community workers. While the sample was not large, and the survey was not a definitive one some

interesting patterns of opinion did emerge. Attached to this lesson are the results relating to the 7 statements about adolescent use of leisure time responded to by people surveyed.

The facilitator and students should reach some agreement on the meaning of the term "leisure time". Some possible definitions might be:

- Time that is not spent working
- Spare time - uncommitted time
- Free - not busy
- Unhurried time
- Time when one can decide for himself what he is going to do

The facilitator, using a copy of the Opinion Survey Tabulation, should read the statements to the students, and have them individually record on a piece of paper whether they agree or disagree with each statement.

2. Discussion. Students are given copies of Opinion Survey Tabulation and are asked to compare their responses to those tabulated on the form. Several comparisons might be made:

a. Student's own responses compared to the responses of the adolescent Opinion Survey group.

b. Student's own responses compared to the responses of adults as a total group or to parents, teachers or community workers as separate groups.

The facilitator might ask students to discuss their differences of opinion by asking some of the following questions:

"Why do you disagree (or agree) with the 7 statements?"

"Do you see any major differences between the opinions of adolescents and the opinions of adults shown in the survey?"

"How do you explain the differences of opinion regarding leisure time shown by the survey?"

The facilitator should be prepared to pick out specific differences of opinion i.e., Statement #2, adolescent responses and teacher responses.

3. Objective Enquiry/Skill Practice. The facilitator should intro-

duce the objective of this lesson by saying, "In this lesson we are going to use the 5WH system to describe some of the leisure time problems faced by young people in this community". He should go on to explain the 5WH system as it is used in describing a problem by writing the questions, who? when? what? where? why? and how? on the flip chart of chalkboard. He should make the following points:

a. The 5WH questions can be asked and answered to describe any situation.

b. It may not be possible to answer all of the questions from what we see of the situation. It is sometimes necessary to make calculated guesses.

c. This system, if used, can help ensure that an important factor in a situation is not missed.

In order to demonstrate using the 5WH system, the facilitator should ask the students to look at the situation they are in "right now" and without saying anything to anyone else answer for themselves the 5WH questions to describe the situation. The students should be given about a minute to assess the situation.

The facilitator should ask the students to help him in answering the 5WH questions about the "here and now" situation. The life skills group situation might be described as follows:

Who? - facilitator and students
- 1 adult and _____ teenagers

What? - a school class
- various pieces of furniture
- a chalkboard
- etc.

Where? - in a school
- in a classroom
- etc.

When? - morning or afternoon
- a school day (could be specific)
- date
- etc.

Why? - to learn life skills
- because we have to be here
- to share knowledge and experiences
- etc.

How? - using questions and answers
- using a chalkboard
- using 5WH questions
- facilitator talking - students listening
- feeling bored or interested
- etc.

The facilitator should summarize by pointing out that they were able to describe their situation by asking and answering the 5WH questions.

The students are directed to choose a partner with whom to practise the 5WH skill. Each student is given a picture. The students are directed to use the 5WH problem-solving skill in describing the picture to their partners. They are to give each other feedback on the descriptions.

When the students have carried out their exercise, the facilitator should invite questions or comments about the 5WH skill.

It would be appropriate for the facilitator to bring the 5WH skill into the context of the problem-solving process by pointing out that describing a problem situation is the first, and an important step, in the process of solving a problem. He should point out that in future lessons they will learn and practise other skills and steps in solving problems, but for now the students should remember that describing the problem situation is the first step.

4. Skill Application. The facilitator should refer back to the Opinion Survey Tabulation. He might point out that even though there is fairly wide difference of opinion regarding use of leisure time, amount of leisure time, and community leisure time resources, there seems to be some agreement that there is a leisure time problem in the North. The survey indicates an adult feeling that young people do not put their spare time to good use, and a small majority of students feel the same way.

The facilitator should point out that this is opinion, not fact, and suggest that they defer judgement until they describe the situation by using the 5WH problem-solving skill.

The facilitator writes the following objective on the chalkboard or flip chart:

"Use the 5WH problem-solving skill to describe the leisure time problems that teenagers in this community face."

The students are asked to divide themselves into 3 working groups to work toward the above objective.

a. The facilitator should ask students if they would like to work in the full group in deciding upon the questions they will seek answers to. They could then work in their sub-groups in answering the questions.

If the students decide to use the approach suggested above, the facilitator should suggest that they use the brainstorming skill to come up with questions. He should have students suggest questions based on the 5WH skill by having students first brainstorm possible, Who? questions, then What? questions, and so on until six lists of possible questions are prepared. Each working sub-group can then select those questions from each list that they wish to answer.

b. If students wish to prepare their questions within the sub-group, they may be allowed to do so.

Either of the approaches, (a) or (b), would be effective, but it can be anticipated that students will probably select (a) because at this stage they are probably somewhat confused about asking 5WH questions. The facilitator might point out that formulating good questions will make answering them much easier.

The following are examples of quesions that might be asked:

Who	- has leisure time problem in this community?
	- else does this problem concern?
What	- are the leisure time problems?
	- effect does this have on the people concerned?
	- shows that this problem exists?

Where - does this problem exist?
- in this community is the problem worst?

When - does this situation exist?
- is it worst?
- did the problem begin?

Why - does the problem situation exist?
- is something not being done about it?
- is it worse in some parts of the community than in others?
- is it worse at some times than at others?

How - does the problem situation reveal itself?
- did the problem arise?
- do people react to this problem?

Students are given at least half an hour in which to jot down answers to the questions *they have chosen* to answer. During this time, the facilitator moves from group to group assisting students with skill application, *but he does not provide any answers*.

When students have completed answering the 5WH questions, the facilitator records their answers, question by question, until the full description is written out on the chalkboard or flip chart.

5. *Evaluation*. The facilitator might ask the following questions in order to have the students evaluate the lesson and their 5WH problem solving skills:

a. "Does a leisure time problem exist for teenagers in this community?"

b. "Did using the 5WH questions help you to recognize that a problem exists or does not exist?"

c. "How does the information you got in this lesson help in dealing with the problem situation?"

The facilitator might point out that the 5WH problem-solving skill can be used in describing any situation where there *might* be a problem. It is a method of testing to find out *if* a problem does actually exist.

The students are asked to try using the 5WH skills next time they encounter even a minor problem situation. If the situation includes or concerns someone else they should try using the skill including that person, and teaching the skill to him or her.

6. Planning. Students should be asked if they would like to go further in looking at the leisure time problem. If the students express a desire to do so the facilitator could substitute this process for subsequent problem-solving lessons and work through it with the students. If this does not seem appropriate students may wish to spend an evening working through defining the problem, and choosing some possible solutions that might be implemented by them. This could involve contacting responsible agencies with recommendations for dealing with the problem.

This could become a community action project so the students would have to decide how far they may wish to go.

Lesson 9: Describing a Problem Situation

Opinion Survey Tabulation

Statement	Responses											
	100 Adolescents			23 Parents			25 Teachers			15 Community Workers		
	Agree	Dis-agree	Don't know	Agree	Dis-agree	Don't know	Agree	Dis-agree	Don't know	Agree	Dis-agree	Don't know
1. Young people have more spare time than ever before.	36	53	11	23	0	0	21	3	1	13	1	1
2. Young people put their spare time to good use.	41	46	13	4	16	3	0	23	2	3	11	1
3. Young people have plenty of ideas about how to use their spare time.	67	20	13	7	12	4	4	20	1	5	9	1
4. Having too much time with nothing to do is often the cause of young people getting into trouble.	75	18	7	22	1	0	22	2	1	11	2	2
5. Young people are good at planning and doing spare time activities together.	55	29	16	13	9	1	5	17	3	4	7	4
6. Most young people have hobbies and interests that help to fill their spare time.	61	25	14	8	12	3	2	18	5	3	11	1
7. This community offers enough things for young people to do in their spare time.	39	44	17	5	17	1	1	23	1	0	15	0

SELF

Lesson 10: Balanced Self-Determinism

Time: 3 hours

Developmental task #1; Self track; Skill cluster - Balanced self-determinism

Three broad descriptive categories can be used to describe how one behaves in relation to others. Behavior which enables a person to act in his own best interests, to stand up for himself without undue worry, to exercise his rights without denying the rights of others is called *Balanced Self-Determined* behavior (BSD). The *Other-Determined* (OD), passive person is likely to yield to other people's wishes whether this yielding is appropriate or not. The *Selfish-Determined* (SD), aggressive person will usually get his way without giving it another thought, but may leave a negative impression and may regret this later on. Obviously, of the three categories of behavior, Balanced Self-Determinism serves as the near to ideal model for interpersonal behavior.

The behavior patterns of adolescents might be observed to fall into all three behavior categories and because adolescence is a time of rapid behavioral experimentation adolescents undoubtedly move frequently between OD behavior, SD behavior, and BSD behavior. A distinction must be made between Generalized OD or SD behavior, and Situational OD or SD behavior. Into the generalized patterns would fall those individuals whose *usual* behavior would be to defer to the wishes of others (Generalized OD), or whose usual behavior would be to impose their wishes on others (Generalized SD). Into the situational behavior patterns would fall the majority of human beings whose behaviors in *certain* situations may be either OD or SD.

In our society, BSD behavior is often squelched. Aggressiveness in a male child is encouraged, but at the same time he is expected to defer to elders. Children are frequently censored if they attempt to assert their rights. Quiet, well-behaved children are rewarded in school, but those who "buck" the system are punished. Bosses are considered above their subordinates and are deferred to. Some religions seem to deny BSD by preaching the doctrine of humility, self-denial, self-sacrifice and subordination of self to church.

The adolescent developmental task of achieving new and more mature relations with peers of both sexes depends to a large extent on the ability of an adolescent to behave in a BSD manner in his interpersonal relationships with his peers. Acquisition of this ability will enable the adolescent to behave in ways that will be self-motivated, expressive, active, goal-achieving, self-chosen, and enhancing of his or her self-concept. The adolescent behaving in a BSD manner will not excessively subordinate himself to his peer group, but will remain a part of it, and will in fact see to it that his friends too have the opportunity to behave in a BSD manner in their relations with him.

The northern native adolescent probably is given more opportunity for BSD behavior in his family than the white, urban younster, but deference to elders is no doubt valued in the Indian culture. In the school and in the community he is generally expected to defer to the opinions and judgement of authority figures. There is a strange paradox in this since it is the expressed wish of most educators that the adolescent accept more responsibility, adopt behaviors of independence and act more maturely, yet the authoritarian structure of the school generally denies him this privilege. It may be that adolescents' confusion and rebelliousness is partially attributable to the paradox of being expected to behave in a BSD manner while being denied the opportunity.

The facilitator should carefully review Unit III, Part B, and Unit VI, Part C in The Dynamics of Life Skills Coaching,[1] before using this lesson. The process of BSD training cannot be accomplished in one lesson and is in fact, an ongoing process of life. It may be useful in helping individuals in the Life Skills learning group, and is a counselling technique to be used as required. This lesson introduces key concepts, processes and vocabulary so that these may be used by facilitator and students as they work together in the exploration of interpersonal behavior.

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[1] Saskatchewan NewStart Incorporated, Prince Albert, Saskatchewan, 1973.

Objective:

The students learn about the concept of Balanced Self-Determinism and its correlatives, Selfish-Determinism and Other-Determinism. They are exposed to the vocabulary and process of Balanced Self-Determinism training.

Resources Required:

Cassette audio tape, BSD
VTR equipment
8 situation cards

Contents and Activities:

1. Introduction. The facilitator should have the audio tape, BSD ready for use before the lesson begins.

When students have assembled in the training room, the facilitator should advise them that they are to listen carefully to the tape that he will play.

The facilitator should play the brief conversations through twice, but should not yet play the comments made by the participants after the second conversation.

2. Discussion. The facilitator might ask the following questions to initiate discussion, but he should not mention the terms, Other-Determined, Balanced Self-Determined or Selfish-Determined at this stage in the lesson:

"In what way were the results of the two conversations different?"

"Why were the results different?"

"How do you think Ed felt about the results of the first conversation?"

"How do you think he felt about the results of the second conversation?"

"How do you think Gene felt about the way he behaved in the first conversation?"

"How do you think he felt about his behavior in the second conversation?"

The discussion should be allowed to continue as long as students are interested. They might be asked whether any of them have ever been in a situation such as the first one on the tape, in which they have felt forced into doing something that they didn't want to do. At home? In school? By a friend or friends? If any of the students admit to having been coerced by someone into doing something they felt was inappropriate for them they might be asked why they allowed themselves to be led?

It is unlikely that anyone will, at this stage, admit to behaving in a manner similar to that adopted by Gene on the tape, but it may be appropriate to ask whether anyone recognizes this behavior. "Do you know anyone who behaves in this way? Do any of you ever behave in a selfish way that doesn't recognize the feelings and needs of someone else?"

3. Objective Enquiry/Skill Practice. To get across the concepts of OD, BSD and SD, the facilitator could use one or more of several approaches.

a. The facilitator could himself discuss the three categories of behavior pointing out the characteristics of each. Any information he may require in using this approach is available in The Dynamics of Life Skills Coaching. The facilitator should use concrete examples, from the taped conversations, from The Dynamics of Life Skills Coaching or from behaviors in the learning group.

b. The facilitator could use the remainder of the audio tape, BSD. In this segment, Ed and Gene, the participants in the conversations, explain their behavior and label it.

The narrator summarizes Ed's and Gene's remarks, re-emphasized OD, SD, and BSD characteristics, and stresses the labels used to identify the three categories of behavior.

Whichever of the two approaches the facilitator decides to use in this phase of the lesson, he should acquaint students with the following aspects of Balanced Self-Determinism training:

a. The distinction between OD, SD and BSD - pages 41 to 46, The Dynamics of Life Skills Coaching.

b. The difference between General and Situational OD and SD behavior - pages 48 and 49, The Dynamics of Life Skills Coaching.

c. The technique of BSD training - pages 145 to 150, The Dynamics of Life Skills Coaching. This should be an outline to ensure that students understand that there is a definite process. The facilitator may choose to deal with a real problem, and use it as a model.

d. Cautions, limits, and potential problems in using BSD behavior, pages 150 to 153, The Dynamics of Life Skills Coaching.

e. The facilitator should caution students about attempting BSD behavior in situations where it is likely to fail. He might bring out the concept of Successive Approximation as a guide to BSD behavior training.

4. Skill Application. The facilitator should have the students participate in role plays to develop a sense of BSD.

Students should form dyads. Each pair of students is given one of the situation cards and asked to role play the situations outlined, adopting OD, SD or BSD behavior as instructed by the cards. The cards should be passed from dyad to dyad and it may be advisable to have students periodically form new dyads.

The facilitator should videotape a few complete role plays. The videotape can be used in the Evaluation phase of the lesson.

Students should be given at least half an hour to role play the situations.

5. Evaluation. The facilitator should play back the videotape of the role play situations carried out by the students. He should ask them to point out examples of OD, SD, and BSD behavior in the scenes, and evaluate whether the students have reached the "recognition stage" of learning about BSD. Students who do not voluntarily point out

examples of OD, SD or BSD behavior should be encouraged to do so.

Students are asked to look for examples of the three categories of behavior in their daily lives, and to discuss how they or others react to them.

6. Planning. The facilitator should encourage students to think about any situations that they may have difficulty in coping with where BSD training may help. If any student admits to having such a situation the facilitator could arrange to meet with the student and assist him or her in BSD training.

Lesson 10: Balanced Self-Determinism

Audio Tape Script

Part I

Narrator: In this tape you will hear two conversations. In each of them the speakers are the same and the situation is the same, but the results are quite different.

Listen carefully to both conversations and decide why the results are different.

Your facilitator will play the tape through twice.

Conversation #1

Gene: Hey Ed, I wanna get my car going, Are you goin' to help me for half an hour?

Ed: Gee, I'm on my way to the store and my mother expects me back in half an hour.

Gene: Aw, c'mon, You and yer old lady - Geez do you always do what she wants you to?

Ed: Naw, but she needs the groceries and I promised to be back.....

Gene: Geez but you're a sissy -- is yer old lady goin' to tell you whether you can help a friend? What kind of a buddy are you anyway?

Ed: Well, I just don't know what to do.....

Gene: Then do what I'm telling you, c'mon; I'd drive you home after, but I've got to go pick up Barbara.

Ed: Well, okay, but my mother will sure be mad.

Gene: Forget about her, you owe it to me. I'm your buddy.

Conversation #2

Gene: Hey, Ed, I wanna get my car going. Are you goin' to help me for half an hour?

Ed: Gee, I'm on my way to the store, and my mother expects me back in half an hour.

Gene: Aw, c'mon. You and yer old lady - Geez do you always do what she wants you to?

Ed: Naw, I don't always, but she needs the groceries, and I did promise to be back in half an hour and that's what I'd better do.

Gene: Geez, but you're a sissy -- is yer old lady goin' to tell you whether you can help a friend? What kind of buddy are you anyway?

Ed: I try to be a good one, but you're forcing me to make a choice, and I guess I have to go along with the promise I made my mother.

Gene: I guess you're right, but could you stop in and ask Alex to come and help me. It's not really out of your way is it?

Ed: Sure, I'll do that. See you later.

Gene: Okay, see you around.

Part II

Narrator: Now that you have heard the conversations and have discussed the two very different results, you'll hear from Ed and Gene, the two young men who participated.

You'll get their view of what happened and why. They will also give you labels or names for the three types of behavior that they demonstrated in their conversations.

Ed: In the first conversation I let myself get railroaded by Gene. I let him talk me into doing something that I didn't want to do because I didn't know how to deal with what appeared to me to be a threat to our friendship. This is what happened to me:

- I did have a right to do what I wanted to do or had to do, but because I didn't know how to deal with Gene's forceful and aggressive demands, I denied myself this right.
- I was hurt and ashamed because I knew that I had been unfairly taken advantage of.
- My goal was to get my mother's groceries home in half an hour, but I didn't achieve this goal, and probably suffered the consequences. Gene's goal, rather unfairly, got in the way of my goal.
- I behaved in an Other-Determined way. I let someone else decide for me.

Gene: In the first conversation I really got Ed where I wanted him. I knew that if I came on really strong, he would probably back down and do what I wanted. And sure enough that's what happened. This is what I did:

- For a little while I felt pretty good. I got my way, got my car going, and picked up Barbara on time. And poor Ed, he probably got the dickens from his mother.
- I came on real strong because I knew that if I played a little dirty, made some remarks about Ed's doing what his mother wanted, he'd probably do what I wanted.
- I may have hurt Ed a bit, but I achieved my goal. I got my car going, and Ed will come around after a while.
- After thinking about what happened I guess I do feel guilty about being selfish. I behaved in a Selfish-Determined way. I let my own neds override those of a friend. Maybe I don't feel so good about it after all.

Ed: I feel a lot better about the way things ended up in the second conversation. This is the way I see what happened the second time around:

- I felt good, because both Gene and I probably reached our goals. I got the groceries home in half an hour, and with Alex's help Gene got his car going and got over to see his "true love".
- I made my own choice which was to fulfill the promise I had made to my mother.
- I expressed my opinion in a calm way, and it felt good. Gene does come on pretty strong at times and by standing up to hin in a gentle way I think that I may have done both of us some good.
- I behaved in a Balanced Self-Determined way by standing up for my rights as a human being.

Gene: I guess I agree with Ed. Things did end up pretty well for both of us. This is the way I see what happened in the second conversation:

- I started out being pretty Selfish-Determined, trying to get my own way at Ed's expense, but Ed wasn't about to let me run all over him. He wasn't going to behave in an Other-Determined way.
- When I realized that Ed was going to choose for himself and that he was pretty determined to reach his own goal of getting his mother's groceries home, I had to back down.
- Backing down hurt a bit, but I realized that I was being selfish.
- I guess both of us felt pretty good, because no one got hurt, and we both got what we were after.

Narrator: There you have it. Three different ways of behaving in our relationships with others. We can, and sometimes do, behave in a Selfish-Determined way. We get our way, but at someone else's expense. We come on strong, we achieve our goals, we choose for others, but we run them down and hurt them in the process. We may feel good for a while, but we probably lose friends in the long run. And that doesn't feel too good.

Sometimes we behave in an Other-Determined way. We don't stand up for our rights as human beings. We meekly accept what others decide for us, we probably don't achieve our goals because we're working on someone else's, and we don't feel very good at all about being pushed around. After all, who likes being a doormat?

The ideal way of behaving in our relationships with other people is to behave in a Balanced Self-Determined way. We express our opinions and feelings, we make our own choices while considering the feelings of the other guy, and we achieve our own goals without interfering too much with someone else's. We end up feeling good about ourselves. And, oddly enough, so does the other guy.

Your facilitator will probably have more to say. He'll answer any questions you may have.

Remember, Balanced Self Determination is a right of every human being.

Lesson 10: Balanced Self-Determinism

Situation Card #1

You are in a boat out on a big lake. The weather is getting stormy. One of you has a date in an hour and wants to take a chance on getting home. The other thinks that would be too dangerous and wants to head for the safety of an island.

The person who wants to go home behaves SD. The other person tries to be BSD.

Role play the conversation.

Lesson 10: Balanced Self-Det

Situation Card #2

This situation involves
girl's parents asked her to b
is now 11:45, but the party i
and the boy, the girl's date,
boy is SD, the girl at first
become BSD.

Role play the conversat

Lesson 10: Balanced Self-Determinism

Situation Card #3

The scene is a restaurant. The waiter or waitress wants you to pay for a softdrink that one of your friends drank, but didn't pay for before he left. One of you, playing the waiter or waitress is acting pretty SD. The other person, playing the customer, doesn't think he or she should pay and decides to act in a BSD manner.

Role play the situation.

Lesson 10: Balanced Self-Det

Situation Card #4

The scene is a dance. O
role of a SD bully keeps bump
played by your partner. The
decides that it's time he or
the bully to stop.

Role play the situation.

elf-Determinism

out on a big lake. The weather
e of you has a date in an hour
ance on getting home. The
d be too dangerous and wants to
an island.
nts to go home behaves SD. The
be BSD.

versation.

elf-Determinism

staurant. The waiter or wait-
for a softdrink that one of
didn't pay for before he
ying the waiter or waitress is
other person, playing the cus-
or she should pay and decides

ation.

Lesson 10: Balanced Self-Determinism

Situation Card #2

This situation involves a boy and a girl. The girl's parents asked her to be home by midnight. It is now 11:45, but the party is still really swinging, and the boy, the girl's date, wants to stay on. The boy is SD, the girl at first acts OD, but decides to become BSD.

Role play the conversation.

Lesson 10: Balanced Self-Determinism

Situation Card #4

The scene is a dance. One of you, playing the role of a SD bully keeps bumping into a second person, played by your partner. The person being bumped into decides that it's time he or she became BSD and asked the bully to stop.

Role play the situation.

Lesson 10: Balanced Self-Determinism

Situation Card #5

One of you role plays the part of a school principal. The other role plays the part of a student who has come to school late for the third time this week because his or her parents are away and he or she has a lot of chores to do in the morning. You are in the principal's office and he is angry because he thinks the "lates" are inexcusable.

Role play the conversation.

Lesson 10: Balanced Self-Determinism

Situation Card #7

One of you was supposed to have been at home, which is 4 miles away, at 10 o'clock. Your friend who had promised to drive you home before 10 o'clock, decides now, at 9:55, that he'd like to stay a while longer and says that you're "chicken" for doing what your parents ask. You made a promise to your parents and would like to keep it.

Role play the conversation with your friend.

Lesson 10: Balanced Self-De

Situation Card #6

Two friends are in a ne
to his power toboggan are in
frinds suggests that they st
for a joy-ride. The other f
would be dangerous and silly,
suggested stealing the machi
they do it. The person who
thing to do, resists.

Role play the situation.

Lesson 10: Balanced Self-Det

Situation Card #8

One of you role plays th
a lot of homework to do. A f
student, phones and asks you
her with her homework. You a
and though you try to tell he
insists and you finally give
in an SD manner, and gets ang

Role play the telephone

ays the part of a school
ole plays the part of a
school late for the third time
r her parents are away and he
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office and he is angry because
re inexcusable.

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pposed to have been at home,
at 10 o'clock. Your friend
ive you home before 10 o'clock,
hat he'd like to stay a while
u're "chicken" for doing what
made a promise to your parents
it.

versation with your friend.

Situation Card #6

Two friends are in a neighbour's yard. The keys to his power toboggan are in the switch. One of the frinds suggests that they steal the machine and go for a joy-ride. The other friend feels that this would be dangerous and silly, but the person who suggested stealing the machine strongly insists that they do it. The person who feels it would be a silly thing to do, resists.

Role play the situation.

Situation Card #8

One of you role plays the part of a student with a lot of homework to do. A friend, played by another student, phones and asks you to come over and help her with her homework. You are really good friends and though you try to tell her that you're busy, she insists and you finally give in because she behaves in an SD manner, and gets angry.

Role play the telephone conversation.

LEISURE

Lesson 11: Adult and Adolescent Discussion

Time: 3 hours

Developmental task #4; Leisure track; Skill cluster - Giving and receiving responsible feedback

The process of growing up includes the task of achieving emotional independence from parents and other adults. This might be translated to mean that the adolescent must overcome both his feeling of awe about adults, and his fear of them. Perhaps the childish admiration of "grown-ups" in general must become more selective, and admiration for most things adults do must be tempered by weighing various adult behaviors, attitudes and opinions for their worth.

In this lesson, an attempt is made to get adolescents and adults together in an atmosphere of "mutual" respect so that they can sound out feelings, attitudes, opinions and concerns of both groups. The topic of discussion will be leisure time activity. Because adolescents and adults may feel somewhat threatened by being asked to talk at a feeling level about their choices of work, family or community activity, and because leisure time activity does occassion some friction between the two groups it was chosen as the least threatening of the life areas or tracks. It can be anticipated that the discussion will occassionally stray to other topics, so it will be important that the facilitator make appropriate leadership decisions when it becomes necessary to get the discussion back on the track.

By giving each other responsible feedback the two groups might come to understand their relative positions better. To the adults this could be a chance to understand the youth of their community better. To the adolescents it may be an opportunity to relate as equals to adults, and consequently realize how close they themselves are to being adult. To the Life Skills program it is a chance to use community resources, to get community adults involved in the program and to carry out the public relations function.

The facilitator and students will have to begin preparation for this lesson two or three weeks ahead of time. Adult participants will have to be selected and invited, arrangements for a lunch may have to be made and a time and place arranged since the regular lesson time may not be suitable.

Objective:

Students and adults give and receive responsible feedback concerning use of leisure time in their community.

Resources Required:

As decided by the learning group.

Contents and Activities:

1. *Advance Preparation*. At least two weeks ahead of time, students should be informed about this lesson. *The facilitator and students should make the plans, but responsibility for carrying them out must rest with the students*.

The facilitator should explain the objective of the lesson to the students.

The following 5WH format may be appropriate for planning the session. Some of the answers are quite evident, others are open to opinion and decision by the group.

a. *What*? A discussion of leisure time activity in the community using the fish bowl or vignette group formation. *What else should the session entail? Lunch? A film? Coffee?*

b. *Who*? Members of the Life Skills group and adults from the community in about equal numbers. *Who should the adults be*? This should be decided by the students, but the group should be varied; male and female, parents, community workers, etc. *Who will invite them*?

Who will be responsible for tasks in arranging the session?

c. Where? Probably in the Life Skills room, but could be elsewhere.

d. When? What date? What time of day? This may depend on who is being asked to participate in the session.

d. How? How will the adults be invited? How will lunch be prepared? How will it be paid for? How will adults react to being invited?

f. Why? If adults ask why they are being invited, how is it explained? Why is it important that planning be done well ahead of time?

In the course of discussing the plans, other questions may come to mind and should be answered by the facilitator and students.

Students who are responsible for inviting adults may wish to rehearse the task. They should also be prepared to follow up their invitations a few days before the session to ensure that invited adults remember the date and are still available.

Students should accept specific responsibilities in preparing for the session.

As part of planning the session, students should prepare a list of several discussion questions that might be used. This will ensure that both adults and adolescents can be prepared for the discussions by thinking about the questions ahead of time. This means that adults should be given a list of the questions at the time they are invited. Examples of the kind of questions that might be asked are:

a. What do you think and feel about the way in which teenagers use their spare time?

b. If the way this leisure time is used bothers you, what do you find most bothersome about it?

c. Does this community offer enough for teenagers to do?

d. What do you think might be done to improve leisure time facilities in this community?

e. Do adults also find that there are not enough recreational facilities?

f. What are some of the adult leisure time problems in this community?

Responsibility for making arrangements based on the plans made rests with the students. The facilitator should act as a resource person.

2. Introduction. When students and adults have gathered for the session, the facilitator should ensure that everyone is acquainted. He should then introduce the objective and topic of the session by speaking briefly about the following:

a. This session is a chance for adults and teenagers to share ideas and feelings about a topic of mutual concern - leisure time activity in the community.

b. The session should be kept informal, and people involved should feel free to speak openly and honestly.

c. Hopefully everyone present should be able to benefit from the discussions.

d. The format to be used is the vignette or fishbowl group formation with adults first forming the inner ring and adolescents the outer. They then reverse positions and finally form a full group for discussion.

Before the session, the facilitator should review the section in the manual relating to fish bowl group formation. He should also read Unit VII D in The Dynamics of Life Skills Coaching in order to review the skills of discussion leading.

3. Discussion. The facilitator should adopt a leadership role in initiating discussion. He should allow the discussion to wander to an extent, but should occassionally bring it back to the topic if it strays too far off.

The questions prepared beforehand should be used as a guide, but should not stifle the discussion.

The facilitator should be conscious of the need for him to act as gatekeeper during all parts of the session.

4. Evaluation. Before the session ends the facilitator should have participants evaluate the discussion and the idea of having sessions of this sort where adults and teenagers can get together to discuss matters of mutual concern. He should ask participants whether the

feedback given helped them to better understand the leisure time problems faced by adolescents and adults.

The facilitator should thank all participants and encourage the adults to visit the Life Skills group when they are able to.

5. Planning. If the session is successful and if there is interest in future similar get-togethers, plans could be made to discuss other topics at a future time or follow up the leisure time topic with a view to generating community action toward solving some of the identified problems.

FAMILY

Lesson 12: Sex Problems

Time: 3 hours

Developmental task #7; Family track; Skill cluster - Giving and receiving responsible feedback

Family life education, in all its aspects, is too wide a field of study to be addressed in any detail in the course Life Skills for Northern Adolescents. However, some of the problems adolescents face in preparing for marriage and family life are of an immediately critical nature. The topics of venereal disease and birth control are two such problem areas and are dealt with in a practical, informational way in this lesson.

The V.D. problem in some parts of northern Canada has been acute for several decades now. The incidence has been high and though access to treatment is now quite readily available, the persistence of the problem would indicate that not enough people take advantage of treatment and prevention programs. Part of this problem could be attributed to a general lack of sex education in our schools, and this contributes to a lack of knowledge of the symptoms, treatment and prevention of venereal disease.

One would expect to encounter little resistance to the idea of sex education in our schools, yet this resistance has been one of the major factors in preventing implementation of programs of this nature in schools. Religious, moral, political and ethical issues enter into the topic, and the debate continues while the V.D. rate burgeons. This is obviously a case where the formal values of a society are lagging several years behind the informal values. Institutionally, sex is still somewhat of a taboo topic, but people in their own lives, where values are practised, have adopted a much more liberal attitude toward sex.

Educating adolescents about venereal disease can probably be justified in very practical terms; the various forms of V.D. are highly contagious and have sinister long term effects if left untreated. Even the most conservative members of society would agree that knowledge of a contagious disease should not be shrouded in secrecy and controversy.

The topic of birth control is quite another matter. Religious values play a major role in determining whether artificial birth control is to be practised. Yet, the facts indicate that most people in Canada are following their own practical convictions in this matter. Again, personal values seem to override institutional values. If people are to decide this issue for themselves, as they appear to be doing, then perhaps it is appropriate that schools begin providing information about the reality of birth control so that young people can make decisions on the basis of accurate information, not on the basis of misinformation.

In this lesson, with the professional help of a doctor or nurse, the students are given an opportunity to assess their own knowledge of venereal disease and birth control and to add to it by receiving further information from the resource person.

It will be necessary in all communities to seek permission from the local school board and parents to conduct this lesson. Permission of the board should be obtained first, by working with the principal in contacting the chairman of the board who will bring the matter up at a board meeting. Parental permission can be obtained by working through the school principal, and using the form attached to this lesson.

If local school board permission is denied, the lesson will have to be excluded. If permission of the board is granted, only those students whose parents also grant permission should participate in the lesson; others should be excused.

The facilitator will have to plan well ahead of time in obtaining local school board permission, parental permission and the services of a qualified doctor or nurse to act as a resource person.

Objective:

Students receive feedback about their knowledge of the Human Reproductive System, Venereal Disease and Birth Control. They seek and receive information from a resource person.

Resources Required:

16 mm projector

V.D. Film chosen from film list in Resource Kit

V.D. Instructional Kits available on loan from nearest Health Region Office or from, Health Education and Information Services Branch, Dept. of Public Health, 3211 Albert Street, Provincial Health Building, Regina, or any provincial health agency

An up to date listing of audio-visual and printed resources about V.D. is available from the Health Education and Information Services Branch

V.D. Information Kit available from provincial health agency

Venereal Disease Questionnaire #1 - a copy for each student

Venereal Disease Questionnaire #2 - a copy for each student

Birth Control information is available from the nearest Public Health and Welfare nurse. Also available from Health Education and Information Services Branch, Dept. of Public Health; The Family Planning Association of Sask., #103, 1114 Central Avenue, Prince Albert, Sask., or the association office nearest you.

Audio-visual resources on human anatomy and the human reproductive system are available from Health Education and Information Services Branch.

Films on human reproduction available by ordering from the Manual of 16 mm Films For Saskatchewan Schools

Family Planning publications - see list in resource kit

Contents and Activities:

1. Advance Preparation. The facilitator's first task in preparing for this lesson should be to seek, through the school principal, per-

mission of the local school board to present this lesson. Local school boards normally do not meet more than once a month, so this task should be accomplished early in the school year.

The second preparation task would be to send copies of parental permission slips to concerned parents in order to obtain parental consent. The facilitator might consider having some parents attend the lesson as participants if this appears to be appropriate or he might consider using the lesson with an all parent group in order to acquaint them with the format and contents.

When local school board approval is assured, and parental permission is granted for all or some students, the facilitator should arrange for resource persons to assist him with the lesson. Firm dates should be arranged so that doctors or nurses can plan their schedules accordingly. It would probably be unwise for a facilitator to proceed on his own without a professional resource person.

The facilitator and resource person should plan the lesson together. The choice of resource materials will depend to a great extent on this mutual planning. Unless the professional resource person has immediate access to audio-visual or printed resources and wishes to obtain them, the responsibility for having materials and resources on hand rests with the facilitator.

The facilitator should order audio-visual resources and printed materials to ensure that they are available when required for the lesson.

If the facilitator is conducting more than one Life Skills group it would be appropriate to present this lesson to all of the groups during the same week. In this way the borrowed audio-visual materials could be efficiently used before being returned. Whether or not this is possible will depend largely on the availability of resource persons during that time.

Students should be prepared for the lesson by giving them some information about the objective, content and process of the lesson.

2. The 3 Part Lesson. This lesson should be dealt with in three parts; the human reproductive system, venereal disease, and birth control. Each area could be considered a minicourse and is outlined

as such.

Minicourse #1 - Human Reproductive System

Overview:

In this minicourse, students receive and discuss information about the anatomy and functions of male and female reproductive systems. This information is essential background information to the subsequent minicourses dealing with venereal disease and birth control.

While including both male and female adolescents in this lesson may lead to some embarrassment on the part of students it is essential that students have an understanding of both their own and the opposite sex's physiology.

Resources Required:

A film on human reproductive system - see Manual of 16mm Films for Saskatchewan Schools

Any other resources required by the professional resource person - see lists in Resource Kit

Objective:

To acquaint students with the anatomy and functions of male and female human reproductive systems.

Stimulus:

If a film is available it may be appropriate to have the resource person introduce it. The film should then be screened. If a film is not available the resource person may choose to lecture on the reproductive systems.

Discussion/Objective Enquiry:

The resource person should review the content of the film and answer any questions students may have.

It may be appropriate to have the students take a short test, either written or oral, on the terminology used in discussing the human reproductive system.

Students should be given an opportunity to examine any available materials on human reproduction.

Application/Evaluation:

Students should be questioned orally to ensure that they have grasped essential terminology and concepts.

Any misconceptions should be corrected and any areas of knowledge that seem to be deficient should be enlarged upon.

Minicourse #2 - Venereal Disease

Overview:

In this minicourse students are asked to assess their own knowledge of V.D. by answering a questionnaire. Based on the results of the questionnaire the students receive practical information regarding causes, symptoms, effects, treatment and control of V.D. They should be left with a clear idea of the necessity for early treatment of V.D., and a thorough knowledge of what to do in the event that they come in contact with V.D.

It is suggested that this topic be dealt with in a forthright manner, using plain language and with an emphasis upon V.D. as a communicable disease, not as a social embarrassment. If the facilitator and resource person adopt an open and unembarrassed approach to the topic the students are more likely to adopt a similar attitude.

Resources Required:

Films and materials selected by the facilitator and resource person. The film, V.D. New Focus, is highly recommended, but new films are constantly being produced. See list in Resource Kit.

Venereal Disease Questionnaire #1 - a copy for each student

Venereal Disease Questionnaire #2 - a copy for each student

Prince Albert Health Region, V.D. Presentation Outline

V.D. Information Kit

A copy of Everything You Always Wanted to Know About V.D., for each student - from V.D. Information Kit

Objective:

Students receive feedback about their knowledge of V.D. Students receive information regarding causes, symptoms, effects, treatment and control of V.D.

Stimulus:

Students are asked to complete V.D. Questionnaire #1 before any discussion begins. Students use the booklet, Everything You Always Wanted To Know About V.D. to complete the questionnaire.

The resource person and the facilitator should orally answer the questions included in the questionnaire. Students, by scoring their own responses, receive feedback about their knowledge of V.D.

Discussion/Objective Enquiry:

If a V.D. information film is available it might be screened at this stage. On the basis established by the film the resource person should present facts about V.D. using, if appropriate, the Prince Albert Health Region V.D. Presentation Outline.

Students should be encouraged to ask questions and discuss issues raised by the presentation.

It may be appropriate, at some stage during this phase of the minicourse, to break into two groups, by sex, so that any questions that male or female students might have could be explained in language so straightforward that it may not be appropriate to a mixed group.

Students should be given an opportunity to become familiar with any resource materials available.

Application/Evaluation:

Students are asked to apply the knowledge they have acquired by completing Venereal Disease Questionnaire #2.

The resource person and facilitator answer the questionnaire. The students, by scoring their responses, receive feedback about their knowledge of V.D.

Students are encouraged to evaluate their questionnaire responses, and seek answers in any areas where they are misinformed or require further knowledge.

Minicourse #3 - Birth Control

Overview:

In this minicourse the sensitive topic of birth control must be approached in a cool, factual way. Care must be taken to point out that the decision to practise or not practise birth control will depend in a real sense on an individual's own values. The idea of values was introduced to students in Lesson 5 so they will be aware of what is meant by the term.

The facilitator and resource person, whatever their own orientation to the practise of birth control may be, have an obligation to present the facts, but no moral right to impose their own values on the students.

Resources Required:

Film: Methods of Family Planning - order directly from, Dept. of National Health and Welfare, Family Planning Resource Centre, Brooke Claxton Bldg., Ottawa, Ontario K1A 0K9, or through your nearest Family Planning Association.

Pamphlets selected from lists in the resource kit.

Objective:

Students receive factual information regarding birth control methods, relative advantages and disadvantages of various methods, and knowledge of where further information and/or counselling may be obtained.

Stimulus:

The most appropriate stimulus for this lesson would probably be the film Methods of Family Planning. It should be screened after a brief introduction to the topic of birth control by the resource person.

Discussion/Objective Enquiry:

Students should be allowed to react to the film. Any student questions should be responded to factually and in a straightforward manner.

The facilitator and resource person should resist showing any bias they may have and should make it clear that the decision whether to use or not to use birth control is a very personal one based on the individual's values and practical considerations in his or her life.

Skill Practice/Evaluation:

Students might be orally quizzed about the facts of various birth control methods. Students should have an opportunity to look through any resource materials available.

The resource person or facilitator should make the point that a doctor, nurse or counsellor would be an appropriate source of additional information on the topic of birth control.

3. Evaluation of 3 Part Lesson. Students should be asked whether they feel the lesson was of value to them. They might be asked to react to the idea of presenting a lesson of this type to a mixed group of students. The facilitator might also ask whether any students want more information about any of the topics dealt with. If any students indicate that they do want more information arrangements could be made for individual sessions with a resource person.

Students should be asked a final question:

"If you need confidential help with a sex problem, where can you go?"

Answer: To a V.D. clinic, to a Public Health Nurse, or to a doctor.

Lesson 12: Sex Problems

Parental Consent Form

____
date

I, ______________________________ grant permission for my child
name of parent

______________________________ to participate in a Life Skills
name of student

lesson dealing with the topics of Human Reproduction, Venereal Disease, and Birth Control. A qualified nurse or doctor will serve as a resource person during the lesson.

I would be interested in participating in the lesson with the students.

Yes _____ No _____

I would be interested in going through the lesson before the students do.

Yes _____ No _____

____
Parent's Signature

Lesson 12: Sex Problems

Venereal Disease Questionnaire #1

Everything You Always Wnated To Know About V.D. - Use this book as a reference.

What does V.D. stand for?

What are the two main kinds of V D.? Name the germ that causes each.

How many cases of V.D. were reported in Sask. in 1972? in 1973?

In your own words describe the current trend in Sask.

List the parts of the female sexual organs:

List the parts of the male sexual organs:

Briefly, in point form, complete the following chart:

Gonorrhea		
Male Symptoms	Female Symptoms	Results if Untreated

Syphilis		
First Stage	Second Stage	Third Stage

Lesson 12: Sex Problems

Questionnaire #1 Background Notes

Describe three things necessary to eliminate V.D.:

In your own words, give 5 reasons why it is difficult to eliminate V.D.:

Other Infections

Complete the following chart in point form:

INFECTION	SYMPTOMS
Non-gonococcal urethritis	
Vaginitis	
Urinary Tract Infections	
Venereal Warts	
Herpes Genitalis	
Pubic Lice	

Lesson 12: Sex Problems

Venereal Disease Questionnaire #1 Terms

Using your own general knowledge explain the following terms:

Discharge

Genitals

Urination

Contraceptive

Rectum

Promiscuous

Homosexual

Sterility

Confidential

Lesson 12: Sex Problems

Venereal Disease Questionnaire #2

1. Are syphilis and gonorrhea the most common venereal diseases?

Yes _____ No _____ Don't know _____

2. Can a person have syphilis and gonorrhea together?

Yes _____ No _____ Don't know _____

3. Can a person get venereal disease during sex relations with a person who has it?

Yes _____ No _____ Don't know _____

4. Can a person get venereal diseases from toilet seats, door knobs, and utensils?

Yes _____ No _____ Don't know _____

5. Can a person get venereal disease from a strain or from shaking hands with someone?

Yes _____ No _____ Don't know _____

6. Can a person have V.D. without knowing it?

Yes _____ No _____ Don't know _____

7. Is it true that gonorrhea is not a very serious disease?

Yes _____ No _____ Don't know _____

8. Can a newborn baby be infected with syphilis from its mother?

Yes _____ No _____ Don't know _____

9. If a mother has gonorrhea can she infect her baby?

Yes _____ No _____ Don't know _____

10. Is it true that there is no real cure for syphilis?

Yes _____ No _____ Don't know _____

11. Do you think that since gonorrhea is so easily cured we don't have to worry about it?

Yes _____ No _____ Don't know _____

12. Is it true that there are not as many cases of V.D. now as there were five years ago?

Yes _____ No _____ Don't know _____

13. Do you think the number of young people (under 20) in Saskatchewan who get gonorrhea in a year would be more than 500?

Yes _____ No _____ Don't know _____

14. Is it true that using a contraceptive protects a person from V.D.?

Yes _____ No _____ Don't know _____

15. Is it true that you can have shots to stop you getting V.D.?

Yes _____ No _____ Don't know _____

16. Is it true that the first sign of syphilis is a small sore that doesn't hurt?

Yes _____ No _____ Don't know _____

17. Is it true that if the symptoms of syphilis go away a person is cured?

Yes _____ No _____ Don't know _____

18. Do you think that if one thinks one may have V.D. the best thing is to see one's family doctor?

Yes _____ No _____ Don't know _____

19. Do you think that it is alright for a person with V.D. to get some pills or ointment from a drugstore or a friend?

Yes _____ No _____ Don't know _____

20. Is there any way that people can prevent venereal disease?

Yes _____ No _____ Don't know _____

VOCATION

Lesson 13: Vocational Choice #1

Time: 3 hours

Developmental task #6; Vocation track; Skill cluster - Defining the problem

For anyone wishing to live in northern parts of Canada, opportunities for employment have in the past been rather restricted. Relatively weak economic conditions restricted not only the number of available jobs, but also their variety and quality. With increased economic interest in the North and development of its resources, the quantity, variety and quality of jobs is improving. If native Northerners are to take advantage of this situation, they will have to develop the skills and knowledge demanded by the new array of employment opportunities.

As the variety of employment opportunities increases, and the technical demands of jobs grow in complexity, northern adolescents require more guidance in making vocational choices. Not only will they have real choices to make, but they will have to be prepared to carry through with these choices by seeking training and education beyond the academic grades.

The course, Life Skills for Northern Adolescents, cannot hope to be a substitute for a vocational guidance program in northern schools, but it can complement such a program by creating an awareness of improving employment opportunities, and by helping students become more ready to investigate the vocational choices that they have. The two developmental tasks of adolescence, of selecting and preparing for an occupation, and of achieving assurance of economic independence, go hand in hand. In this course, lessons involving these two developmental tasks recognize the relationship between the two tasks.

Two essential steps in making vocational decisions are, being aware of the need to make a decision, and defining the problem or deciding what decision is to be made. In this lesson dealing with the process of defining a problem, students work through the first two steps of the creative problem-solving model, and end up by broadly defining the problems that they must solve in making vocational decisions before they complete their high school education.

In Lesson 14 students with the assistance of a guidance counsellor, will generate ideas about how they might go about getting the information they require, and in Lesson 21 students, again with the help of a guidance counsellor, will begin gathering some of the information they will need in making vocational decisions.

Objectice:

Students, as a group, practise the skill of defining a problem by applying the process to the problems they must overcome in making vocational decisions.

Resources Required:

Flip chart

A copy of A Summary Of A Problem Solving Process for each student

Contents and Activities:

1. Introduction. The facilitator should break the group into two teams to play the Vocational Questions Game. The instructions are as follows:

> "I ask a question of a player on each team in turn. A correct answer gets one point. If that player cannot answer, the question goes to any player on the other team for a bonus point. If no one on the second team gets the answer, the question goes back to anyone on the first team. If there is no correct answer from either team, I give the answer."

The facilitator reads the questions according to the rules and keeps track of points.

Vocational Question Game - adapted from the Counsellor's Resource Book for Groups in Guidance, Student Personnel Services, Manitoba Department of Education.

What is the name of the job or the person who performs it?

1. A person who catches and sells fish?
    - Fisherman
2. A person who catches animals and sells their fur?
    - Trapper
3. A person who repairs cars, trucks and other equipment?
    - Mechanic
4. A person who serves meals in a restaurant?
    - Waiter/waitress
5. A person who builds houses, buildings and chimneys using bricks?
    - Bricklayer
6. A person who constructs buildings using stone?
    - Stone Mason
7. A name for a fully qualified carpenter?
    - Journeyman
8. Name a profession.
    - Medicine, law, education, engineering, etc.
9. A person who keeps account books for a business?
    - Bookkeeper or Accountant
10. A name for a learner working with a journeyman?
    - Apprentice
11. A member of the medical team who operates?
    - Surgeon
12. A member of the medical team who specializes in illnesses of the mind?
    - Psychiatrist
13. A person who types letters and takes shorthand dictation?
    - Stenographer
14. A person who answers the telephone and meets people when they first come into an office?
    - Receptionist

15. How many years does it take to become a teacher?

Generally two, but may vary from province to province

16. How many years does it take to become a Conservation Officer?

Generally two, but may vary from province to province

17. A skilled worker who measures the eyes for glasses?

Optometrist

18. The tradesman who installs sinks and bathtubs?

Plumber

19. Another name for caretaker?

Custodian or janitor

20. The lowest rank in a Police force?

Constable

21. The top rank in a city police force?

Chief

22. A profession concerned mainly with the welfare of people?

Social Worker

23. The head nurse at a hospital?

Matron

24. A social worker who supervises people just let out of prison?

Parole Officer

25. A doctor for animals?

Veterinarian

26. A person in a bank who cashes cheques, takes in money, etc.?

Teller or cashier

27. The person who oversees the operation of a bank?

Bank Manager

28. The person that is in charge of a store?

Store Manager

29. Another name for a writer of books?

Author

30. A person who flies an airplane?

Pilot

31. A general term for people who work for the government?

Civil Servants

32. A person we seek help from when in trouble with the law?

Lawyer

33. A person who draws blueprints?

    Draftsman

34. A person who runs a library?

    Librarian

35. The person at a funeral parlor responsible for preparing bodies for burial?

    Mortician

36. Another name for a druggist?

    Pharmacist

37. A person who gathers information and stories for a newspaper?

    Reporter

38. A person who works for a radio or T.V. station, and is "on the air"?

    Announcer

39. A person who works with the people of a community in trying to make it a better place to live?

    Community Development Worker

40. A nurse hired by the government to work with the people in a community?

    Public Health Nurse or equivalent

41. A person who fixes and pulls teeth?

    Dentist

42. The manager responsible for hiring people?

    Personnel manager

43. A person responsible for keeping track of money customers owe a firm?

    Credit manager

44. A person who sells houses, buildings, and land?

    Realtor or Real Estate Agent

45. A teacher at a university?

    Professor

46. A person who oversees recreation in a community?

    Recreation Director

47. A person who helps people make long distance telephone calls?

    Telephone or Switchboard Operator

48. A person whose main job is to defend his country?

    Soldier

49. The person in a club or company responsible for all finances or money?

    Treasurer

50. A professional person who designs buildings?

    Architect

The facilitator should tally the point totals and award the win to one of the teams.

2. Discussion. The facilitator should encourage students to comment on the game. He might mention that the information in the questions was very basic and that by knowing the name of a job we don't necessarily know very much about the job. He might also have students respond to question such as:

"What does one have to know about himself and a job to know whether that job is suitable for him?"

"Do you feel that you know enough about yourselves and jobs to make sound vocational choices?"

The coach should make note of students' remarks and should record any remarks made by students that even vaguely refer to the four essential areas of knowledge involved in making a sound vocational choice, but should not yet directly reveal the four areas to the students. The four areas are:

a. Knowledge of Self - interests
    - aptitudes
    - attitudes
    - values

b. Opportunities available in one's community or area

c. Knowledge of specific vocations - training required
    - entrance requirements
    - working conditions
    - salaries
    - advancement opportunities

d. Practical circumstances - money for training
    - length of training period

- wishes of others in one's life space
- health

At some point during the discussion, the facilitator should ask students whether any of them have already made vocational choices. A few members of the group may have made tentative choices, but it can be anticipated that a majority will not have made any really firm decisions.

3. Objective Enquiry/Skill Practice. The facilitator should ask the students to describe the problems they are facing in making vocational decisions. He might suggest using some 5WH questions, such as:

What decision is to be made?
When does it have to be made?
How will this decision affect me?
Why is this decision an important one?

A statement of the problem might be: "Before I leave high school I have to make a decision regarding the vocation I am going to pursue. The decision is an important one because it will decide what I will do for at least several years of my life. If I am going to make a sound vocational decision I am going to need more information than I now have."

The facilitator should tell the students that describing the problem is the first step in the creative problem-solving process. He should write the students' description of the problem on the flip chart or chalkboard under the heading, I. Recognize the Problem by describing it.

The facilitator should next draw the students' attention to the vagueness of the description and suggest that they are going to have to define and make more specific what is meant by "more information". On the flip chart or chalkboard he should write down the heading, II. Define the Problem

a. Collect more facts about the problem.

If the students had identified elements of the four essential areas of knowledge in making vocational choices during the Discussion phase, he should refer to these. In any event, he should list in turn each of the four major headings and have students work with him in identifying more specifically what sort of information is required in each area. A fairly detailed listing of required information should be written on the chalkboard or flip chart and would resemble the following, although the terminology may have to be simplified and explained:

a. How well do I know myself?
  Interests - What vocational and personal interests do I have?
  Aptitudes - What talents do I have?
  Attitudes - What are my attitudes towards work?
  Values - What are my values?
b. What job opportunities are available in my community or area?
  What types of jobs are available?
  How many jobs are available?
  How stiff is competition for jobs?
  How permanent are jobs?
  How well do the available jobs pay?
c. How much do I know about specific vocations?
  How much training is required?
  What are entrance requirements for training?
  What are the working conditions like?
  How well do they pay?
  What are the advancement opportunities?
d. What practical considerations do I have to allow for?
  Do I have money for training?
  What is the length of the training period? Can I take that much time?
  What are the wishes of others in my life space; parents, girlfriend or boyfriend, spouse?
  How is my personal health and physical fitness? Do they exclude me from any jobs?

The skill of defining a problem involves the step just completed, that of collecting more facts about the problem situation by asking questions about it; of expanding the description by divergent thinking. The facilitator should point out to students that what they have just done is to begin *defining the problem* by gathering more information. He should *now write the following sub-headings under the facts collected in the step just completed*: Ask questions beginning, "In what ways might.....?"

The facilitator should point out that this step involves making "In what ways might....?" questions out of the questions asked in the previous step. By doing this one can then look for answers or solutions to the questions. *He should demonstrate the technique* by making an "In what ways might....?" question out of the first of the four areas of knowledge essential to making a sound vocational decision. For example he might write, "*In what ways might* I get more information about myself?" He should point out that this is one possible question. He should ask students to think of another way of putting the same question. The facilitator might point out to students that the word "myself" is rather vague and could refer to height, weight, eye color or foot size and so does not really specify what it is about "myself" that I want to know. The question might better be written in the following form: "*In what ways might* I get more information about my interests, aptitudes, attitudes and values?" This question is an improvement over the first, but does not refer specifically to "vocation". More specifically the question might be written as follows: "*In what ways might* I get more information about my interests, aptitudes, attitudes and values that may affect my choice of vocations?"

When the facilitator and students have completed their list of "In what ways might....?" questions, the facilitator should write down the next sub-heading: Test each "In what ways might....?" question with "why?" He should point out that by testing each question with "why?" we can find out which questions, when answered, will give us useful information.

The students should provide answers to the "Why?" questions. The question that seems to show the most potential for providing useful information should be selected as the *definition of the pro-*

lem. The facilitator should write down the following as the final sub-heading: Choose the best "In what ways might....?" question as your definition of the problem.

The facilitator should point out that if they carried out the same procedure for each of the areas of knowledge essential to making a sound vocational choice, they would end up with definitions for four problems that would sound something like the following:

a. In what ways might I get more information about my interests, aptitudes, attitudes and values that may affect my choice of vocation?

b. In what ways might I get more information about the types of jobs, number of jobs, competition for jobs and permanence of jobs in my community?

c. In what ways might I get more information about the training required, the requirements for entrance to training, working conditions, salaries, and advancement opportunities for specific vocations?

d. In what ways might I get more information about the money I have available for vocational training, the wishes of others who might be affected by my decision, and about whether my health or physical fitness will affect my choice of vocation?

He should write the first one out, but not the last three.

The facilitator should also point out that the "In what ways might....?" question should further be broken down into sub-headings. For example, "In what ways might I get more information about my vocational interests?" "In what ways might I get more information about my vocational aptitudes?" and so on, before starting the next step, that of choosing solutions or finding answers to the questions.

The facilitator should review the process of defining the problem before having students apply the skills in the next phase of the lesson.

4. Skill Application. The facilitator should leave all pertinent notes from the Objective Enquiry/Skill Practice phase of the lesson posted in the room. In addition he should give each student a copy of A Summary of A Problem Solving Process.

The facilitator should draw students' attention to the statement describing the problem situation prepared early in the Objective Enquiry phase. He should read it out to them and point out that it is quite general, and is not really specific enough to work with.

The facilitator should have the students break up into three working groups ensuring that the groups are fairly well balanced among males and females, more forward and less forward students. He should give the students the following assignment:

"We have started working on the problem of not having enough information with which to make sound vocational decisions. We did this by first describing the problem situation. (Facilitator points to the paragraph describing the problem situation). We then collected more facts by dealing with the problem under four headings; knowledge of self, knowledge of job opportunities, knowledge about specific vocations and knowledge about practical things to be considered. (Facilitator points to the questions listed under the subheading 'Collect more facts about the problem'). The next step we went through was to ask questions beginning with "In what ways might....?", based on the information seeking questions we prepared in the step before. (Facilitator points to the questions beginning with 'In what ways might....?'). We then tested each 'In what ways might....?' question by asking 'Why?' about it. Finally, we selected the best 'In what ways might....?' question as our definition of the problem we face in getting more information about self." (Facilitator points to the question selected as the best 'In what ways might....?' question).

The facilitator assigns one of the remaining 3 problem areas, Job Opportunities, Specific Vocations and Practical Considerations, to each of the working groups.

He then says, "Using the information on the flip chart pages (or chalkboard) and the summary sheets I handed out, work through the process and define the problem for the problem area I assigned your group in the same way that we did for the Knowledge of Self problem area. Someone in your group will have to act as recorder because we will keep your final 'In what ways might....?' questions for use in a future lesson."

The facilitator should act as a resource person to the students as they work through the process of defining the problem they have been assigned.

The students have virtually all the information they require posted on the flip chart sheets or chalkboard. The task is to apply the skills of preparing, "In what ways might....?" questions, testing them by asking "why?", and choosing the best "In what ways might ....?" question as their definition of the problem.

The students should be limited to a time of about forty minutes in carrying out the skill application.

5. Evaluation. The person from each group who acted as recorder should report on the process used in defining the problem. The facilitator should ask that each report show the initial set of "In what ways might....?" questions and the final choice of each working group.

Before ending the lesson, the facilitator should point out that the skills of defining a problem are of crucial importance to the creative problem-solving process because it is at this stage in the process that we formulate the questions, that when answered, will show us solutions to the problem. If we ask the wrong questions it is unlikely that we will arrive at appropriate solutions.

The facilitator should ask students to express any doubts they may have about the skills used in this lesson. He should also ask students whether they have any questions about any of the lesson content.

The facilitator should note any skill deficiencies that may require practise before the students go on to further steps in problem solving.

6. Planning. The facilitator should collect all materials used in this lesson and file them away for use in Lesson 14.

The facilitator should arrange to have a guidance counsellor attend during Lesson 14 to act as a resource person knowledgeable in sources of vocational information.

Lesson 13: Vocational Choice #1

A Summary Of A Problem Solving Process[1]

I. Recognize the problem situation

Write a brief description in which you answer the questions, who? when? what? where? why? how?

II. Define the problem

- a. First: Collect more facts. Ask more questions about your description. Ask as many questions as you can, but do not ask questions beginning with why, could or might.
- b. Second: Ask questions beginning, "In what ways might....?"
- c. Third: Test each "In what ways might....?" question with "why?"
- d. Fourth: Choose the best "In what ways might....?" question as your definition of the problem.

III. Choose a solution

- a. First: Find possible solutions.
- b. Second: Find criteria.
- c. Third: Apply criteria.
- d. Fourth: Choose a solution.
- e. Fifth: Predict results and set goal.

IV. Implement a solution

- a. First: Plan how to carry out the solution.
- b. Second: Carry out the plan.

V. Evaluate the result

Compare the result of the action with what you predicted for the results.

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[1] Adapted from Parnes, 1967.

VOCATION

Lesson 14: Vocational Choice #2

Time: 3 hours

Developmental task #6; Vocation track; Skill cluster - Choosing a solution

In the lesson, Vocational Choice #1, students defined the problem they face in making vocational choice decisions. The problem is not a simple one, and students developed an awareness of the need to get information in four broad areas; knowledge of self, knowledge of job opportunities, knowledge of specific vocations, and knowledge about their own practical circumstances. These areas of required information could be further broken down into sub-areas. For example, knowledge of specific vocations could be separated into knowledge of training required, knowledge of entrance requirements to training, knowledge of working conditions, knowledge about salaries, knowledge about advancement opportunities, and so on. The common thread that runs through all of the problem areas and sub-areas is that the problem is basically one of inadequate information. A definition of this problem by a student might read as follows: "In what ways might I get more information to help me in making vocational decisions?"

The task of assisting high school students in obtaining vocational decision making information is not one that can be accomplished by the course, Life Skills for Northern Adolescents. The broad objective of the lessons dealing with vocation is to create an awareness, in the students, of the possibilities of receiving help in making vocational decisions. The task of delivering this information and assistance will rest with the school guidance program.

In this lesson the students, with the help of the facilitator and a guidance counsellor, if one is available, find possible solutions, set and apply criteria in order to rate their solutions, rank their chosen solutions and select one that can be applied. If a follow through, in which chosen solutions are actually applied, is to be possible, it will be necessary that the guidance counsellor participate, since it will be his responsibility to deliver the information and experiences that students require.

The facilitator will have to make available all pertinent materials prepared in Vocational Choice #1 as the students will require these in order to carry out the objectives of this lesson.

Objective:

Students practise and use the skills of choosing possible solutions to problems, rating solutions by setting and applying criteria, and selecting the most likely solutions.

Resources Required:

Materials from Lesson 13: Vocational Choice #1

Contents and Activities:

1. Advance Planning. A guidance counsellor should be contacted well ahead of time to ensure he is available.
2. Advance Preparation. The facilitator should post the materials used in Lesson 13. These would include the flip chart sheets outlining the process of recognizing the problem and of defining the problem. Of crucial importance would be to have available the "In what ways might...?" questions selected by the students as their definitions of the problem in the latter stages of Vocational Choice #1.
3. Introduction. The facilitator should have the guidance councellor introduce himself to the students and the students introduce themselves to the counsellor. Any immediate questions that students may wish to ask the counsellor should be dealt with, and the guest should be invited to participate in the lesson.

The facilitator should then introduce the following "run before walk" exercise dealing with the process of finding possible solutions, setting and applying criteria to rate solutions, and choosing a likely solution.

Students are given the following definition of a problem: "In what ways might we get more information about what it takes to become a high school teacher?" The facilitator may choose to use a vocation other than teacher. The students should be cautioned that their task is not to actually find out what it takes to become a high school teacher, but to come up with ideas about how they might go about the task of finding this information.

The students are given 5 minutes to work as a group in deciding upon at least 3 ways in which they might get this information.

At the end of 5 minutes, the facilitator should ask the students to record the possible solutions on the flip chart or chalkboard. Some possible solutions students could select might be, asking teachers at the school, writing away to the university, asking a guidance counsellor, looking through university calendars or sharing what we in the group know about what it takes to become a teacher.

The facilitator should next tell the students that they are going to have to judge the possible solutions in order to pick one solution to try out first. He should tell the students to set down some criteria or standards by which they are going to judge their possible solutions. He might suggest a standard or criterion such as, "Which would be the fastest way?" Students should pick at least 3 criteria. In addition to the one mentioned, students might pick criteria such as ease, accuracy of information, completeness of information or cost.

Students are given 5 minutes to select their criteria.

The facilitator should instruct students, after they have set their criteria, that they are to apply the criteria in judging their possible solutions. They are to decide which of the possible solutions they would try first, which second and so on.

Students are given 5 minutes to apply criteria and rank their solutions.

Using the possible solution ranked as first, the facilitator and students discuss what the probable results of applying that solution might be. The facilitator might ask, "What do you think would happen if you applied your solution? Do you think that you would get the information you need?"

The final step would be to set a goal for getting the information desired by applying the chosen solution. In this exercise the goal might read as follows except that the wording would of course depend on the solution selected: "We will find out what it takes to become a teacher by asking teachers in our school."

4. Discussion. The facilitator should tell the students that they have just gone through the steps of choosing a solution according to the creative problem-solving model used in the course. He should ask students to identify the steps. Though the wording may differ students will probably identify the steps as: identifying possible solutions, setting criteria, rating solutions according to set criteria, ranking the results and finally, setting a goal for implementing a solution.

5. Objective Enquiry/Skill Practice. The facilitator should record the steps identified by students in the Discussion phase. He should label the steps using the terminology of the creative problem-solving process. It is important that students master the terminology so that in the future, references to steps in the process will be understood by everyone concerned.

The facilitator should draw students' attention to the handout, A Summary of a Problem Solving Process and point out that this stage, Choosing a Solution, is the third phase in the model. He might refer back to the first two phases and briefly review the skills used in those.

The facilitator should be quite certain that students feel comfortable with the process up to this point. He might point out that the steps are logical and that most of us use them in our daily lives in dealing with problems we encounter. "When we run into difficulty, we realize that we have a problem. When we start thinking about it, what we are doing is describing it so that we know what the problem is. We are defining the problem when we think, 'Now, how can I solve this problem? What can I do about it? In what ways might I solve it?' We usually come up with a few ideas as to what the problem is, but generally we judge one definition to be better than most of the others. We then decide that we're to work with that one. At this stage in our thinking we have gone through the first two phases of the problem solving process."

The facilitator should ask the students, "What would you do next?" The students will probably say something to the effect that they would go ahead and try to find solutions to the problem. The facilitator should ask, "What happens then?" The students will probably say that they will pick one solution and see whether it works or not. The facilitator should reinforce the students' answers, and tell them that they have just identified the last two phases of the problem solving process.

The students should be told that they will have an opportunity to work through the final phases of the process in future lessons, but that the objective of this lesson is to practise using the skills of identifying possible solutions, setting and applying criteria, and selecting the most likely solutions for implementation.

6. Skill Application. The facilitator should draw the students' attention to the "In what ways might....?" questions prepared towards the end of Vocational Choice #1. He should tell students that they will continue working on these problem situations by applying the skills used in choosing a solution. He should also tell the students that both he and the guidance counsellor will serve as resource persons for this exercise.

The students should break into four fairly well balanced working groups and each group should be assigned one of the four main "In what ways might....?" questions.

The facilitator should give the students the following instructions: Each working group, starting with the "In what ways might....?" question assigned, is to:

a. Find possible solutions to the problem.
b. Set criteria for judging the solutions.
c. Apply the criteria and rank their possible solutions.
d. Choose a solution.
e. Predict the results and set a goal.

The facilitator should write the instructions on the flip chart or chalkboard. He should ask each group to record the steps as they go through them.

The facilitator and guidance counsellor should sit in with each working group in turn, and adopt the roles of resource persons to the group. This will probably be especially essential during the initial stage when students are generating ideas about possible solutions. The guidance counsellor should be able to offer specific and factual information that the students will probably lack.

The final result of this exercise should be that each group of students should have a goal set for obtaining more information about the vocational information area they have been working on. An example of a goal might be, "We will ask our guidance counsellor to help us in finding out more about ourselves; our values, attitudes, aptitudes and interests."

7. Evaluation. The guidance counsellor should be asked to evaluate the information seeking goals set by the students. The basic questions he should be asked about each goal is, "If students can reach this goal, will the information they get help them in making vocational choices?" This might be followed by the question, "What additional information should students have in order to make vocational decisions?"

The guidance counsellor should be asked to look through all the possible solutions found by students, and to comment on which of these could or might also be used in getting information to be used in making vocational decisions.

The guidance counsellor should also be asked to comment on the guidance program in the school, and to give the students some idea about whether or not they will be able to implement their solutions and get the information they require before they complete their high school education. He might also choose to comment on what students can do for themselves to get information, and how they might be able to assist him in getting the information they require.

Students should be asked to comment on the lesson, the skills and process of choosing a solution, and on the desireability of having resource people in to help with lessons.

8. Planning. If any specific tasks that the students can accomplish have been identified in the Evaluation phase of the lesson, the students, facilitator and guidance counsellor might plan for carrying them out.

Plans might also be made for the guidance counsellor to meet with individual students or groups of students for vocational guidance sessions. This will of course require coordination with other aspects of the school program, and should be discussed with the school principal.

The guidance counsellor should be asked to join the group again for the lesson Vocational Choice #3 in which the students will apply some of their chosen solutions.

The facilitator should collect all materials prepared by the students after their names have been listed on the materials. This is important because students will continue with this problem-solving process in the lesson, Vocational Choice #3.

COMMUNITY

Lesson 15: Using Helpful Group Behaviors

Time: 3 hours

Developmental task #8; Community track; Skill cluster - Helpful and harmful group behaviors

The task of developing the competencies necessary for civic activity involves the acquisition of many skills and concepts, but in a very basic sense the task is one of developing a knowledge of one's rights and responsibilities as a citizen, and acquiring the ability to act on the basis of this knowledge. The activities involved in civic competence range from voting in a federal election to voting in a club election, from knowing some criminal law to knowing which side of the road to walk on, from knowing something of the international situation in the United Nations to knowing who the local School Board members are.

Civic competence carries with it the implication that it is one's responsibility to get involved in community life, whether that community is defined as the world or one's local hamlet.

In northern Canada there has been an active movement in the last few years to get people much more involved in determining the directions to be taken by their communities. In some areas, this movement is based at least partially on the policies of higher levels of government. For example, the Department of Northern Saskatchewan which administers all provincial programs in the northern half of Saskatchewan has adopted as a very basic policy the involvement of community people in arriving at decisions affecting their community. In other cases, where the bureaucratic structure resists involving people in the decision making process, a new spirit of what some people call militancy is forcing government at all levels to become more sensitive to the civic demands of people.

The image of the native Northerner as a passive recipient of decisions made in provincial and federal capitals is fading. The new awareness of civic responsibilities is creating an opportunity for people to take greater control of their civic life. The increasing responsibilities entailed in taking this control will be inherited in a few years by those who are now adolescents. Because of this impending responsibility, Life Skills for Northern Adolescents directly addresses some of the skills required for effective civic activity.

In this lesson students examine some of the local civic issues in their community with the help of people who are knowledgeable about the issues. This examination is carried out in the context of a group discussion in which all participants are asked to use helpful group behaviors. In the Evaluation phase, students may be confronted with some of the harmful behaviors that detract from the effectiveness of group operation, and are encouraged to use helpful behaviors.

Objective:

Students use helpful group behaviors in discussing local civic issues using members of the local community as resource persons.

Resources Required:

VTR equipment

Flip chart

A copy of Helpful Group Behaviors, and a copy of Harmful Group Behaviors for each student

Contents and Activities:

1. Advance Planning. At least two sessions before this lesson is presented, the facilitator and students should discuss the lesson and decide upon the local community issues that they wish to discuss. The issues selected might be broad ones such as local political con-

trol or local economic development. They might also be narrower ones such as the use of the school gymnasium or the duties of the local Co-op board of directors. Virtually any topic affecting a significant number of people in the community might be selected.

The selection of community resource persons will be dependent upon the topics selected for discussion. Specific members of the group should accept responsibility for inviting resource persons, and should be well prepared to explain to them what the topics of discussion will be, and what the purpose is. Students making invitations should be prepared to explain the following points:

a. When and where the session will take place.
b. Who will be there.
c. Why the session is being held - to become more knowledgeable about civic issues and to practise group discussion skills.
d. How long the session will last - 2 to 3 hours.
e. What topics will be discussed.

Attached to this lesson is a list of possible resource people for various general topic areas. It is suggested that more than one resource person for each topic be invited so that some variety of opinion will be presented.

Depending on the issues selected for discussion, the students should each be asked to prepare at least one question on each issue that they will examine during the discussion.

2. Introduction. The facilitator should welcome the resource persons to the session. He should comment on the dual purpose of the session; to allow the students and resource persons to share their knowledge, opinions and feelings about the issues to be discussed, and to give students practise in participating in group discussions. The facilitator should stress the idea that the discussion is informal. He should try to set a relaxed mood by being relaxed himself.

3. Objective Enquiry. When introductions have been completed, the facilitator should briefly review the helpful group maintenance behaviors; encouraging, gatekeeping, standard-setting, following, and expressing group feelings. He should also point out that in a dis-

cussion group of this type, where rather specific topics are to be discussed, it is important that everyone participate by giving information and opinions, by seeking information and opinions, by clarifying one's own and others' information and opinions, and by initiating discussion. The facilitator should list the helpful group behaviors on the flip chart or chalkboard as he discusses them. He should also hand out copies of Helpful Group Behahiors and Harmful Group Behaviors.

Before discussion of the first topic begins, the facilitator should ask the resource persons if they mind if parts of the discussion are videotaped. He should tell the people in the group that the videotape will be used to evaluate group behaviors, not what is said, but how members of the group behave during the discussion. If there are any overt of covert objections the facilitator should agree not to videotape any of the session.

4. Skill Application. Initially the facilitator should adopt the role of group discussion leader. He should ask the resource persons to express opinions and give information about the issue under discussion. He might put this in the form of an invitation to speak or he might ask direct questions. He should be sensitive to the "crucial moment" when it appears that a member of the group has a comment to make or a question to ask, and should try to create an opening for that person.

If an alternate group discussion leader emerges during the course of discussion the facilitator should drop his role as discussion leader and become a good group member, but he should ensure that all students have an opportunity to ask questions they have prepared.

The facilitator should not take his responsibility for what happens in the group too seriously. He should model good group behaviors, but beyond this he will have to risk letting the group set its own style and agenda.

As a topic of discussion appears to become exhausted the facilitator might suggest a brief intermission before the next topic is presented, but he should not feel any pressure to cover all the topics planned if all participants maintain interest in the discussion.

5. Evaluation. At least half an hour should be allowed for evaluation of the lesson. The facilitator should give resource persons the option to leave at this stage, but he should make it clear that they are welcome to stay.

The facilitator should ask for reactions to the lesson.

"How did you feel about participating in a discussion of this type?"

"Do you think that it served a useful purpose?"

"Did things go as you thought they would?"

"Did any of you feel uneasy at first?"

The facilitator should express his feelings about the way the lesson went because the other group members will probably be waiting for his lead.

After a brief discussion along the lines suggested above the facilitator should suggest that they view the video tape made during the discussion, and evaluate some of the helpful and harmful group behaviors displayed during the discussion. Because there are "outsiders" in the group the facilitator will have to judge whether or not it is appropriate to bring attention to harmful group behaviors. If the group atmosphere is open and congenial, and if the facilitator feels that he can bring attention to harmful behaviors in a light and possibly humorous way, then he should risk pointing them out. Otherwise he should have the group deal only with helpful group behaviors.

The facilitator should draw people's attention to the helpful behaviors previously listed on the flip chart or chalkboard and ask them to point out examples of these behaviors as they appear in the videotape. Whenever a good behavior is noted the facilitator should stop the tape and positively reinforce whoever displayed the behavior.

If he has decided to also note harmful behaviors, the facilitator should point them out, but should not dwell on them, and should cause the person displaying the behavior a minimum of embarrassment. He might use comments like the following:

"Oops! George slipped and did some horsing around."

"Looks as if Betty decided to rest for a while here. She withdrew from the group!"

"Here it looks as if you guys were talking about last night. You were siphoning off and weren't following what was going on in the discussion."

"You sure became aggressive here John. You came on like a wounded bear. You must feel pretty strongly about that."

Before the resource persons leave, the facilitator should thank them warmly for taking the time to participate in the session. He should comment on the value their participation had for the students and for him personally.

Lesson 15: Using Helpful Group Behaviors

Possible Community Resource Persons for Civic Issues

1. Economic Issues - Economic development workers
   - Representatives of local native organizations
   - Co-op directors
   - Business managers
   - Local political activists
   - Government employees concerned with economic development
   - Community leaders
2. Political Issues - Local mayor or overseer or members of council
   - Representatives of local native organizations
   - Community leaders (Chief, counsellors, etc.)
   - Local political activists
   - Representatives of political parties
   - Community development workers
3. Educational Issues - Members of school board or school committee
   - School principal
   - School superintendent
   - Adult education representatives
   - Members of local native organizations
   - Community leaders
   - Active parents
   - Teachers
4. Recreational Issues - Community leaders
   - Active parents
   - Community development workers
   - Recreation director
   - Representatives of local recreation clubs
5. Health Issues - Public Health Nurse
   - Members of local health committees
   - Doctors
   - Community health workers

6. Social Welfare Issues - Social workers
   - Members of local Welfare Committee
   - Community leaders
   - Members of Band Council
   - Community development workers
7. Legal Issues - Members of local police force
   - Lawyers
   - Magistrates
   - Community legal workers
   - Community development workers
   - Parole or probation officers
8. Housing Issues - Local leaders
   - Band or town council administrators
   - Community development workers
   - Local activists
   - Housing coordinator

Lesson 15: Using Helpful Group Behaviors

Helpful Group Behaviors

1. Helpful task behaviors - Those behaviors by individuals that help the group achieve its task.
   a. Initiating activity - getting things started or moving in a new direction.
   b. Seeking information - filling in necessary information.
   c. Seeking opinion - getting opinions of other group members.
   d. Giving information - helping others by telling others what you know.
   e. Giving opinion - letting others in the group know what you think or feel.
   f. Elaborating - clarifying - adding information or clearing up information that may be unclear or misunderstood.
   g. Co-ordination - assigning tasks, getting people to work together.
   h. Summarizing - briefly adding up what has been said or done so far.

2. Helpful maintenance behaviors - Those behaviors by an individual that help the group work together smoothly.
   a. Encouraging - getting other people to keep going by letting them know that they're doing okay.
   b. Gatekeeping - making sure that everyone has an opportunity to participate, give opinions and information.
   c. Standard-setting - suggesting or demonstrating rules and guidelines for group behavior.
   d. Following - paying attention to what is being said or done and sticking to the topic or task.
   e. Expressing group feelings - paying attention to and expressing what people in the group are feeling.

3. Helpful combined task and maintenance behaviors - Behaviors that serve in getting the job done, and helping the group to operate smoothly.
    a. Evaluating - assessing what is happening or what has been accomplished and finding ways to improve.
    b. Diagnosing - finding out what is wrong in the group.
    c. Testing for consensus - finding out if everyone in the group agrees with what is happening.
    d. Mediating - harmonizing--settling differences and getting people together.
    e. Relieving tension - when feelings get "high" or things get "hot", doing something to relieve the tension, i.e. joking, soothing.

Harmful Group Behaviors

a. Being aggressive - coming on too strong, attacking an idea or a person.

b. Blocking progress - preventing the group from moving on by being stubborn or unyeilding about something unimportant.

c. Competing - trying to upstage other group members, trying to "look" better than others.

d. Seeking sympathy - trying to get others to feel sorry for you by pouting or acting hurt.

e. Pleading of special concerns - trying to get others to deal with your "pet" problem or concern.

f. Horsing around - when there are more important things to do.

g. Seeking recognition - trying to get the "limelight", trying too hard to be noticed.

h. Withdrawal - pulling away from the group into your own world, avoiding the topic by not participating.

i. Assuming the problem is clear - assuming that because you understand the problem and its solution that everyone else does.

j. Assuming that the problem is not important - assuming that because you don't think that a problem is worth dealing with that others think the same.

k. Siphoning off - starting a little discussion group of your own away from the main discussion, talking about something off the topic.

VOCATION

Lesson 16: Your Rights On The Job

Time: 3 hours

Developmental task #5; Vocation track; Skill cluster - Balanced self-determinism

Achieving economic independence generally rests upon the decision to work for a living. While working for pay is not the only way of achieving economic independence, it is the way that a large majority of Canada's working age population choose or are required to take. A job brings with it several benefits, money, some prestige, some satisfaction, and sometimes a feeling of self-respect. It also brings with it restrictions upon one's time, one's mobility, and one's personal freedom.

While guaranteed annual income and welfare programs may free people to choose to work or not to work, it can be anticipated that these changes will not affect appreciably the desire of most people to be gainfully employed. What the changes may do is free people to choose their conditions of work to a greater extent than is currently possible. With a guaranteed income to keep the proverbial "wolf from the door" people should be able to take advantage of a greater number of employment options.

In northern parts of Canada increased economic activity by government in the exploitation of natural resources is increasing the number of jobs available. At the same time the traditional occupations of hunting, trapping and fishing are waning in popularity among northern youth. From this, one could infer that quite rapidly, the North is becoming a wage based economy, and that a majority of those who are now teenagers will eventually work for wages or salaries.

In this lesson a practical look is taken at what working for wages means in terms of self-determination on the job. How much freedom does the worker have? Is he "a paid slave" as a worker in the pulp industry recently described himself, answerable to the whims of his supervisor and production oriented management, or does he have some potential for self-direction and dignity? Many of the rights and privileges of workers are covered by labour legislation or by union contracts, and in this lesson students have an opportunity to become familiar with some of the basic human and labour rights enjoyed by Canadian workers. Regulations may vary from one area of Canada to another, but these basic rights are covered for workers in all provinces and territories. The facilitator will have to obtain pertinent information by contacting the applicable agencies in his area.

Objective:

Students study the concept of Balanced Self-Determinism as it applies to the worker on the job.

Resources Required:

Audio Cassette tape Employee-Supervisor Talks
Pamphlets and circulars about human, labour, and women's rights
2 copies of Rights Questionnaire for each student
1 copy of Rights Questionnaire Answers
10 Case Study cards

Contents and Activities:

1. Advance Planning. In advance of presenting this lesson, the facilitator will have to obtain applicable information from the agencies in his area concerned with human and labour rights. Sources of information are listed in the Resource Kit materials and as an addendum to this lesson. He should also give serious consideration to obtaining the services of a resource person knowledgeable in labour rights. Some possible resource persons might be; employees of the provincial Department of Labour, Union representatives, personnel

officers of government agencies, personnel officers of private companies or lawyers involved in labour relations work.

2. Introduction. The facilitator should review the basic concepts of Balanced Self-Determinism with the students. He should then play each of the situations recorded on the audio cassette Employee-Supervisor Talks, and seek student opinion on whether or not the employee-supervisor situation is one which allows for Balanced Self-Determinism on the part of both the employee and supervisor. He should ensure that students become aware of what about the situations determines the relative degree of OD, SD, or BSD behavior experienced by the people in them. It should also be made rather clear that from what one hears on the audio tape it is possible only to identify situational OD, SD, or BSD behavior. One would require more information before being able to determine whether the interviewee's behaviors are generalized OD, SD, or BSD.

3. Discussion. The facilitator should bring out the following points:

a. All people enjoy certain basic human rights that are protected by law.

b. Workers are protected by certain basic labour legislation that outlines their rights.

c. Workers are sometimes taken advantage of because they do not know or understand their basic human and labour rights.

d. If a worker is to behave in a balanced self-determined way on the job he must understand his rights and responsibilities, and must know how these protect him as a worker.

The facilitator should hand out copies of the Rights Questionnaire to the students and tell them that this brief survey is to find out how much students know about the rights of workers. Students are asked to fill in the questionnaire as completely as possible.

4. Objective Enquiry/Skill Practice. The facilitator and students should score the questionnaire, and students should record their total scores.

At this stage in the lesson, depending on whether or not a resource person is available, one of two approaches might be adopted.

If a resource person is present, students should direct questions regarding any questionnaire items they answered incorrectly to him or her. The resource person should feel free to expand upon any points he or she deems appropriate.

If a resource person is not present, students should search the available materials to find answers to the questionnaire items they responded to incorrectly.

The facilitator may have to assist students in interpreting the resource materials used.

5. Application. The case study cards are read to students who discuss each case, and decide upon the answer. The answers are based upon Saskatchewan labour law. If the cases are used in another province or territory the answers will have to be adjusted to the labour laws of that area.

6. Evaluation. The students are given new copies of the Rights Questionnaire, and are asked to complete it again. The questionnaire should be scored and corrected. Students should be encouraged to use the form to teach friends or relatives what they have learned about the rights of workers.

The facilitator should have students evaluate how knowledge of worker rights can help a person behave in a BSD way in a job. He should bring out the point that the labour laws set the minimum conditions for employment and that most workers enjoy other rights besides those set out in the law.

Lesson 16: Your Rights On The Job

Sources of Information on Labour Laws

There are Saskatchewan Department of Labour representatives in certain areas of the province. As you prefer, write, phone or call at the office closest to you about your questions.

Offices of Inspectors

City	Address	Phone No.
Regina	2350 Albert Street	522-7648
Women's Bureau, Regina	2350 Albert Street	525-3357
Saskatoon	1030 Idylwyld Drive North	652-3392 242-3077
Moose Jaw	53 Stradacona Street West	692-5478
Prince Albert	Court House	764-5131
Yorkton	Provincial Building	783-9725
North Battleford	Provincial Office Building	445-4966
Weyburn	Public Health Building	842-4193
Swift Current	Plaza Shopping Centre	773-3392
Tisdale	Civic Centre P.O. Box 268	873-5174
Kindersley	Telephone Building P.O. Box 1866	463-3010

For information on federal labour laws:

Canada Department of Labour
Ottawa, Ontario

Lesson 16: Your Rights On The Job

Employee-Supervisor Talks Script

Coversation #1

Supervisor: How come you weren't at work yesterday, Ed?

Employee: I wasn't feeling up to it at all.

Supervisor: You could have let me know.

Employee: Well, I didn't feel like it. I was just too sick.

Supervisor: But, that's really no excuse you know. You're hired for a job. You should darn well be here.

Employee: Well, so what? I've got some days coming anyway.

Supervisor: Yeh, but the fact is that you know I can dock you a day's wages for missing.

Employee: Ah! I don't think you'd do that, no way.

Supervisor: Don't count on it! I think I just might.

Employee: Baloney!

Supervisor: Just watch it. At the end of the month you're going to see that your paycheque is going to be short one day's wages.

Employee: I think there's a lot I can do about that, too!

Supervisor: Oh! And exactly what do you think you could do?

Employee: Well, I can see certain people that I know and you will be in for some trouble, a lot of trouble!

Supervisor: That's fine, you go ahead and you make your trouble and I'll make mine and we'll see who wins.

Employee: Okay fine! You play the ball game and I'll play it with you. I'm not afraid at all.

Supervisor: Just you miss one more day and I'm going to fire you.

Employee: Are you? Is that a threat?

Supervisor: No! That's a promise!

Employee: Well, if it's a promise it doesn't really bother me at all.

Supervisor: Just try it once more and you'll see where you end up.

Employee: I don't have to sit here and listen to this. Goodbye!

Conversation #2

Supervisor: Where were you, yesterday?

Employee: I was at home, sir.

Supervisor: At home, again?

Employee: Yes, I guess so, yes.

Supervisor: You've done that a lot of times recently, you know.

Employee: I know.

Supervisor: Well, have you got an explanation for it at all or anything?

Employee: Not really, I guess, no.

Supervisor: Well, you must have something to say for yourself.

Employee: Well, I was...I was sick.

Supervisor: Ah yeh! That's - that's the excuse. I've heard that excuse so many times, I'm starting to get a little sick of it, myself.

Employee: Yeh!

Supervisor: Haven't you got anything more to say?

Employee: No - no.

Supervisor: Well, there's got to be a little more explanation than that. You know it's getting to the point where I'm going to have to dock your wages for the time you missed.

Employee: I guess you can do that, but I was sick.

Supervisor: You got any proof that you were sick?

Employee: No, I don't have any proof, sir.

Supervisor: Well, according to the agreement that you signed when you came to work at this store, you know I can ask for a doctor's ceritificate.

Employee: Yeh, I know. I'm sorry I don't have one.

Supervisor: Well! Look mister, one more time you miss like this and I'm going to have to fire you.

Employee: Yeh, okay!

Conversation #3

Supervisor: Ed, you missed a day's work yesterday. Would you like to talk about it?

Employee: Yeh, I guess we should talk about it.

Supervisor: Well, I think that, you know it's happened a few times before and maybe there's something we can do to resolve the situation for the future.

Employee: Ah, well, in this case I don't think there's anything I could do about it. It's just that I was home and was sick in bed.

Supervisor: Oh! Were you? Anything serious, Ed?

Employee: No. It was just that I came down with a fever and had a slight headache.

Supervisor: Yeh, well, I would have appreciated it, if you had let me know you weren't going to be in. It was a busy day yesterday.

Employee: Well, I really couldn't do that because I was at home and as you know I don't have a phone. I was going to send the boy over for a while, but he had to go to school.

Supervisor: I can understand that. One thing I might suggest Ed, that you might do next time would be to perhaps have your boy drop a note off on the way to school or perhaps you could get someone else to go to a phone and let me know. It would help a lot because as you know, we were open late in the evening and maybe we could have phoned someone else if I had known you weren't coming.

Employee: Well, I guess I can do that from now on, and I apologize if I caused you any inconvenience.

Supervisor: Well, that's fine. I think that we can probably work this out, you know. No great harm was done.

Employee: Okay, fine.

Supervisor: Thanks very much for coming to see me, Ed.

COMMUNITY

Lesson 17: Sexism in Society

Time: 3 hours

Developmental task #2; Community track; Skill cluster - Expressing feelings

The traditional social roles of men and women are changing throughout our society. As families become smaller, marriages become less permanent, and serial marriages,[1] a pattern of successive temporary marriages, occur with greater frequency, the roles of men and women not only in family relationships, but in employment relationships, and in the community at large, take on new forms and dimensions. More women than ever before are achieving economic independence through pursuit of a career. No longer are they economically dependent on "their man". The women's liberation movement is bringing about an increasing awareness in both women and men of the invalidity of many of the stereotyped role images held by both sexes in the past.

While the changing roles of women in society are generally publicized from the liberating perspective of the woman, any change in the social roles of women brings about reciprocal change in the perspectives and roles of men. When a woman achieves a prominent leadership role, what happens to the sex-role perceptions of men, who without previous experience in this sort of relationship, must now assume a subordinate and supportive role?

In simple terms, one might explain the current situation as one in which men are generally tending toward maintaining their tradi-

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1. Toffler, Alvin. Future Shock; Random House, New York, 1970. pages 211 - 230.

tional masculine social roles, and women are generally tending toward changing their traditional feminine social roles. There is some well publicized controversy, but this conflict is, for most people, occurring at an "underground" level, at the level where individual people struggle with most personally meaningful change, at the affective or feeling level within oneself.

To the adolescent growing up in today's atmosphere of changing and consequently indefinite social roles, the task of achieving what was previously viewed as a rather "cut and dried" developmental task is no longer quite so simple. Previously, roles were largely determined by the need for a division of labour among men and women, and the obvious physical demands of the various labours to be performed. Women who were often encumbered by pregnancy or the needs of small children did not range too far from the camp; men, who were unencumbered by the tasks of child bearing and rearing were free to roam in search of food or to protect the women and children at home. There was a logic in this arrangement, but the arrangement became highly institutionalized and tends to persist for long after its logic has diminished or disappeared. The adolescent with his or her highly developed sensitivity to change, awareness of the world around him or her, and idealism, no doubt struggles on the horns of the dilemma. On one hand, they feel an internal and external pressure to "become" men or women, while on the other hand, they see the lack of logic in the traditional arrangements of sex stereotyped social roles.

In northern Canada, the sex stereotyped roles tend to persist in the face of massive social upheaval that belies the continuing validity of these roles. The North has always had a strong masculine image of the authoritarian hunter-provider, decision-maker, whose word was, in effect, law. Physical strength was and perhaps still is partially equated with human worth. This view had validity in a society based on hunting and gathering where the physical demands of survival were tremendous. The woman's role was a complementary and supportive one, highly dependent on the ability of the male to carry out his role. She, after all, couldn't cook and sew and feed unless he provided her with the raw materials. Over the past several decades, this situation has changed. In some cases the male is no longer the main provider; government has assumed this role. In other cases the woman has become the main provider as she has moved into the community to work. In yet other cases the male is only a partial provider working at seasonal jobs, and depending on government assistance at other times. In a diminishing number of cases the traditional masculine tasks of hunting and gathering are still carried out in a full sense and the complementary female roles are maintained because they are useful.

Adolescents in the North are probably confused to an extent about this discrepancy between what people say are the social roles of the two sexes, generally based on a traditional view, and what they see to be the actual roles of the sexes. In this lesson the students investigate some of the roles assumed by men and women in their community. They also express feelings about these roles. Finally, the students apply judgement in differentiating between opinion which is generally based upon feelings, and fact which can be supported by data.

Objective:

Students express feelings about social roles of men and women, and apply judgement in differentiating between opinion and supportable fact.

Resources Required:

A copy of Sex Role Statements for each student

A copy of Roles in Our Community for each student

Exerpts from Report of First Alberta Native Women's Conference, 1968.

Contents and Activities:

1. Introduction. In order to make students aware of the stereotyped images of the roles of men and women that we carry with us the facilitator might begin this lesson be giving the students the following puzzle:

> A man and his son were involved in a car accident. The father was killed instantly, and the son was rushed to the hos-

pital where it was decided that he needed surgery. The doctor looked at the boy and said, "I can't operate on this boy, he's my son!"

Who was the doctor?

Answer: The boy's mother.

It can be anticipated that few students will correctly answer the puzzle. They should be asked why they were unable to see the logic in the answer. If they respond by saying that most doctors are men, they should be asked why this is so. The facilitator should keep in mind that in the Soviet Union a large majority (79%) of doctors are women, so any reasons based on physical or psychological factors that may be expressed are invalid.

Before going on to the next phase of the lesson the facilitator should quickly review the rules of effectively expressing feelings:

a. Levelling - be honest about feelings.
b. Immediacy - stay in the here and now.
c. Specificity - be precise in describing how you feel.
d. Congruency - show what you say you feel in non-verbal ways.
e. Vocabulary - use the most appropriate words you can think of.

These should be posted on the flip chart or chalkboard.

2. Discussion. The facilitator should read the Sex Role Statements to students and have them describe the feelings that the statements arouse in them. Students should be asked to react immediately to each statement, and each student should respond at least once during the exercise. The facilitator will have to judge which statements he may wish to direct to girls and which to boys.

After students have been allowed to react spontaneously and describe the feelings generated by the statements, the facilitator should go on to the next phase of the lesson.

3. Objective Enquiry. The facilitator and students should discuss the Sex Role Statements and attempt to ascertain some of the facts, rather than feelings, that apply to them. Some of the statements are factually insupportable, but the following information and questions may help in the enquiry.

a. A woman's place is in the home.
  - Each year more and more women are choosing to get out of the home and into the world of work.
  - In 1968 in the United States, 31% of women held full-time jobs while 65% had income from investments, earnings, welfare payments, alimony or other sources.
  - In Canada in 1955 about 22% of all women were in the labour force, by 1960 this had risen to almost 28% and by 1969 it was up to 35.2%[2]. This trend has probably continued since then.
  - Are more women working out in this community now than in the past?

b. The man should wear the pants in the family.
  - Does there have to be "one" boss in a family?
  - What if the woman is the family bread-winner?
  - Does this apply to most families in this community?

c. Man may work from sun to sun
But woman's work is never done.
  - An average housewife puts in something like 14 hour working days.
  - What do we generally consider to be a man's working day?
  - What about the mother who works out; how long are her working days?

d. Intelligent women henpeck their husbands.
  - An invalid generalization.
  - Are husbands sometimes threatened by women who don't adopt the meek, subservient role?
  - Do we sometimes label women who stand up for their rights as "aggressive"?

e. Sweet is revenge - especially to women.
  - The view of women as people who "want to get even" is no more valid than that view of men would be. The desire for revenge is based on attitudes and values and has no relationship to sex.

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[2] Canada Year Book, 1970-71. Dominion Bureau of Statistics, Ottawa, Canada.

- Women are "expected" to have less pride and ego than men, so should really have less desire for revenge than men.

f. The hand that rocks the cradle is the hand that rules the world.
   - This does not apply if "ruling the world" means having political power.
   - Is there a woman Member of the Legislative Assembly in your province or territory? None in Saskatchewan as of January 1, 1974.
   - Out of 264 seats in the Canadian Parliament how many are held by women? As of January 1, 1974 only 4.
   - How many female leaders of countries can you name? Indira Gandhi of India and Golda Meir of Israel.
   - How many female chiefs or mayors do you know of?

g. We don't think men should be shackled to desks and machines in order to prove that they are men.
   - How do we view a man who does not have a job or some other form of income?
   - How do unemployed men see themselves?
   - Do men often gain respect and recognition because of what they do or have rather than because of what kind of human beings they are?
   - Are there jobs that men don't go into because it wouldn't be "manly"?
   - What do you think of a man who stays home to care for children while his wife works?

h. We are hiding talent. Some of our brightest citizens are quietly tucked away at home, their aptitudes concealed by the label "Housewife".
   - Are men smarter or more intelligent than women? No. In fact, according to I.Q. measures (at certain stages in human development, i.e. - adolescence) females score higher than males.
   - Are the boys in this group more intelligent than the girls?
   - How about the adults you know, friends and relatives; are the men brighter than the women?
   - How many things can you think of that men can do that women can't?

i. Median earnings in the United States:

- How do you account for the differences?
    - Between white men and black men?
    - Between white men and white women?
    - Etc.
- Is this discrimination? Against whom?
- Would this pattern hold true in Canada? Probably yes.
- Would this pattern hold true for white and native men and women in this community?

j. A strong man never cries.

- What is crying? It is a non-verbal expression of feeling or emotion.
- Why is it not "manly" to cry?
- When do we learn that it is okay for a girl to cry, but not for a boy?

4. Skill Application. In this phase, students are asked to practise discriminating between opinion based on feelings and opinion supportable by facts.

The facilitator should point out that many of our views about the roles of men and women in the community are based on emotion, not fact. He should refer to the preceding exercise as an example and point out that when students were asked to describe their feelings they probably were much quicker to agree or disagree with a statement than they were when they took a more objective look at what the statement said.

Each student is given a copy of Roles In Our Community and asked to judge each statement to determine whether it is fact or opinion. Students might be told that they will have to be prepared to get facts to back up their judgements.

When students have completed the forms, the facilitator and students should go through the statements together. Few of the statements have right or wrong answers and most of them are open to discussion and confrontation. The facilitator should adopt a rather passive role in this exercise, but should note examples among student statements that reflect sexist attitudes. He should encourage students to confront one another by describing their feelings about other students' judgements.

Attached to this lesson is a list of answers to those statements that may be factually supportable. Decision about most of the statements is left up to the students. If an impasse is reached on any of the statements, students should be encouraged to try to find factual information to prove or disprove it.

5. Evaluation. The facilitator should ask students to express their feelings about the lesson. He should also be prepared to confront students who have displayed sexist attitudes and who appear to persist in them. He should positively reinforce students who displayed attitudes and behaviors of an anti-sexist nature.

The facilitator might point out that it is a responsibility of fair minded people to confront discrimination in any form when they encounter it. The students should be encouraged to use confrontation when it appears to be necessary.

The students may wish to read the exerpts from the Report of First Alberta Native Women's Conference.

6. Planning. If students were unable to reach agreement on any of the statements in Roles In Our Community the facilitator should assist with plans for verifying or disproving those statements.

Lesson 17: Sexism in Society

Sex Role Statements

1. A woman's place is in the home.

2. The man should wear the pants in the family.

3. Man may work from sun to sun
But woman's work is never done.

4. Intelligent women henpeck their husbands.

5. Sweet is revenge - especially to women.

6. The hand that rocks the cradle is the hand that rules the world.

7. We don't think men should be shackled to desks and machines in order to prove that they are men.[1]

8. We are hiding talent. Some of our brightest citizens are quietly tucked away at home, their aptitudes concealed by the label, "Housewife".[2]

9. The following statistics should be put on the flip chart or chalkboard:

Median earnings in the United States:

White men	$7,396.00
Black men	4,777.00
White women	4,279.00
Black women	3,194.00

10. A strong man never cries.

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[1] Bird, Cardine, Born Female. David McKay Company, Inc., New York, 1970.

[2] Ibid.

Lesson 17: Sexism in Society

Roles In Our Community

		Fact	Opinion
1.	Among employed people in our community men are usually paid more than women.	( )	( )
2.	Men do harder work than women in this community.	( )	( )
3.	Positions of power in this community are filled by men.	( )	( )
4.	There are more recreational facilities for men than for women in this community.	( )	( )
5.	There are more paying jobs for men than for women in this community.	( )	( )
6.	Men spend more money than women do.	( )	( )
7.	Men in this community tend to be better leaders.	( )	( )
8.	The local school board or committee has more men on it than women.	( )	( )
9.	Girls make better marks in school than boys do.	( )	( )
10.	A girl should always wait to be asked out, she should never ask a boy.	( )	( )
11.	Guidance counsellors are more concerned with boys' vocational choices than with girls'.	( )	( )
12.	A man and women would rather have a baby boy than a baby girl.	( )	( )
13.	Teachers are not as tough with girls as they are with boys.	( )	( )
14.	Boys are expected to be rough and tough, girls to be ladylike.	( )	( )
15.	Because of the way most men in this community earn a living for their families, the roles of men and women are quite fixed.	( )	( )

		Fact	Opinion
16.	Men spend more time in recreation than women do in this community.	☐	☐
17.	Most of the businesses in this community are run by men because men have better "business heads" than women.	☐	☐
18.	Men have more leisure time than women.	☐	☐
19.	The school in this community is run by men.	☐	☐
20.	Little children should be taught by women because young children need a mother figure.	☐	☐
21.	Most doctors are men because men are better at making fast, important decisions.	☐	☐
22.	Nurses should be women because nursing requires the gentle hands of a woman.	☐	☐
23.	Most politicians are men because men have better speaking ability, and tend to see things more clearly.	☐	☐
24.	According to the Indian Act the chief of a band must be a man.	☐	☐
25.	In this community when people talk about economic development, they usually mean jobs for men.	☐	☐
26.	In this community when people talk about discrimination and prejudice they usually think in terms of racial discrimination and prejudice.	☐	☐
27.	In this community men and boys usually have more confidence and more pride than women and girls.	☐	☐
28.	Boys get more freedom at home than girls do in this community.	☐	☐
29.	Women usually know their children better than men do in this community so they should have more influence in education.	☐	☐
30.	This lesson was prepared by a "male chauvinist pig" and is a bunch of garbage.	☐	☐

Lesson 17: Sexism in Society

"Roles In Our Community" Answer Sheet

1. Except in a community with very few jobs this is usually true. In a small northern community with few jobs and some fairly highly paid female employees, i.e. - teachers, nurses, social workers, it may have to be classed as opinion.

9. Statistically, this may be true, expecially in early adolescence.

19. In a typical setting this would be fact.

20. Do young boys also need a father figure?

21. Opinion. In the Soviet Union 79% of doctors are women.

24. False opinion. Nothing in the Indian Act stipulates a chief's sex, and according to the Federation of Saskatchewan Indians there have been several female chiefs in Saskatchewan.

30. Opinion, though facts may support the statement.

SELF

Lesson 18: Independence From Adults

Time: 3 hours

Developmental task #4; Self track; Skill cluster - Choosing a solution

It is hypothesized in this lesson that most adolescents in northern schools experience negative emotional effects due to the friction created by the difference between the degree of independence they are granted by their parents, and the degree of independence they are granted in school. This hypothesis is based on two assumptions. Firstly, it is assumed that a majority of native parents do grant their children more independence of action and more responsibility for self, at an earlier age, than do white, middle class parents. The second assumption is that a majority of northern schools reflect, in large part, values and attitudes closer to those of a white middle class home than those of a northern native home.

The first assumption would probably be borne out by the experiences of those who have had contact with the two sub-cultures. The second is based on the view that most teachers have a white, middle class background, and bring their attitudes and values with them when they come to teach in the North.

Children in northern schools often serve as the bearing that must absorb the friction between the two sets of standards. It is they who must adjust between the standards set at home and the standards set in school. Schools have been notoriously slow to adjust to community standards, and understandable, community standards set largely be adults with a relatively fixed set of attitudes and values, are slow to change to match those of the school.

In this lesson, dealing with the creative problem-solving process, students are asked to test this hypothetical (or real) problem, to generate some possible alternative solutions, and select one for implementation. Implementation itself would depend on the motivation of the individual student to deal with the unique circumstances of his or her individual case, though students may decide to carry out a group activity that may alleviate the problem, if one is in fact, found to exist.

Objective:

Students identify and define a problem situation, generate alternative solutions and select a solution for possible implementation.

Resources Required:

Flip chart sheets outlining the steps of the creative problem-solving process

A copy of I.R. Form for each student

Several copies of Problem Situation

Paper and pencils for students

VTR equipment

Contents and Activities:

1. Introduction. This lesson is not structured according to the usual lesson format, but is designed to follow the first three phases of the creative problem-solving process, and the evaluation and planning phases of the lesson model usually used.

In this lesson students are asked, for the first time, to adopt the problem-solving system, not as a group, but individually. Previously students have worked either as a whole group or in sub-groups, but in this lesson in which the problem situation can vary a great deal in degree and may in fact be quite opposite for different students, it is probably advisable for students to work individually, though they may use other students and the facilitator as resource persons.

2. Recognize the Problem Situation. The facilitator should hand

out copies of the I.R. (Independence Rating) Form to the students, but should not disclose what it is about. He should restrict his comments to ensuring that students understand the use of the rating scale. He might put several similar scales on the flip chart or chalkboard and have students practise using them by making statements such as the following and by having students rate their own feelings about the statements:

"I like ice cream."
"I enjoy watching a dogfight."
"During July and August I'm free as a bird."
"Problem-solving skills are useful."

When the facilitator is certain that students understand the 5 point rating scale they should be asked to individually complete the form without discussing it with other students. They should be given about 15 minutes to complete this part of the exercise.

When students have completed their forms including the tally at the end, the facilitator should point out that the odd numbered statements (1, 3, 5, 7, etc.) refer to how much independence the students feel they get at home, from their parents, and the even numbered statements (2, 4, 6, 8, etc.) refer to the degree of independence the students feel they get in school, from their teachers.

The facilitator should ensure that students understand the meaning of the term "independence". Basically it means, "freedom of action, freedom to decide for oneself". He should point out that achieving independence is one of the important developmental tasks of adolescence.

Students are asked to assess the significance of their scores, totals and differences, and to decide, again individually, whether the difference is indicative of a problem situation they have to cope with.

Several types of problem-situations may be indicated:

a. If total A is greater than total B this may indicate a clash between the independence given at home and the lack of it in school.

b. If total B is greater than total A this may indicate friction between the restrictions at home and the relative freedom in school.

c. If the totals are close together, but if the total score adds up to less than 90, assuming a rating of 3 times 30 statements to be a sort of average for that person, there may be a feeling of being overly restricted both at home and in school.

d. If the totals are close together, but if the total score (A + B) is above 120 the student may have to decide whether he or she likes that much independence. It could be a feeling "that nobody cares".

The facilitator should not direct a student to identify a problem situation. Many things enter into the feelings one has about independence, and if a student is satisfied with the "status quo" then it will have to be assumed that the student does not view the situation as a problem. But, the facilitator should assist students, where necessary, in assessing the significance of their rating scores, and deciding upon a specific aspect of the problem situation that bothers them most. For example, not having enough independence in the classroom.

At this stage in the lesson, the facilitator should direct students' attention to the first step in the creative problem-solving process, that of describing the problem situation by using 5WH questions and answers.

Students who have not identified a problem situation concerning their feelings about independence may be given the hypothetical problem situation attached to this lesson. This will enable those students who feel that they do not have a personal problem concerning emotional independence to work through the problem-situations by asking and answering 5WH questions about them.

3. Define the Problem Situation. After students have described their problem situations, the facilitator should draw their attention to the second step in the problem-solving process; defining the problem by collecting more facts, focusing on a specific aspect of the problem, and translating their descriptions of the problem situation into "In what ways might....?" questions.

Some examples are:

- In what ways might I get more independence in school so that I don't have to ask permission to go to the washroom?
- In what ways might I show my parents that I am mature enough to decide what time I come in at night?
- In what ways might I convince my parents that I won't get into trouble if I'm allowed to stay out later at night?
- In what ways might I get my teachers to stop treating me like a child by making me ask permission to sharpen by pencil?
- In what ways might I get more help from my parents and teachers in helping me to decide how I should behave in school?
- In what ways might I deal with the big difference between what my parents expect of me at home and what my teachers expect of me in school with regard to doing homework?

The students should test each of their "In what ways might....?" questions by asking "Why?" The one that stands up best under "why?" questionning, that if answered will probably lead to a solution to the problem, should be selected as the definition of the problem.

4. Choose a Solution. Choosing a solution entails 6 sub-steps: Finding possible solutions, setting criteria, applying criteria, choosing a solution, predicting results, and setting a goal.

a. Finding possible solutions. Students should be asked to decide how they are going to go about identifying some possible solutions. They may decide to use brainstorming, to use resource persons such as the facilitator or other students in the group or to do some research on the topic.

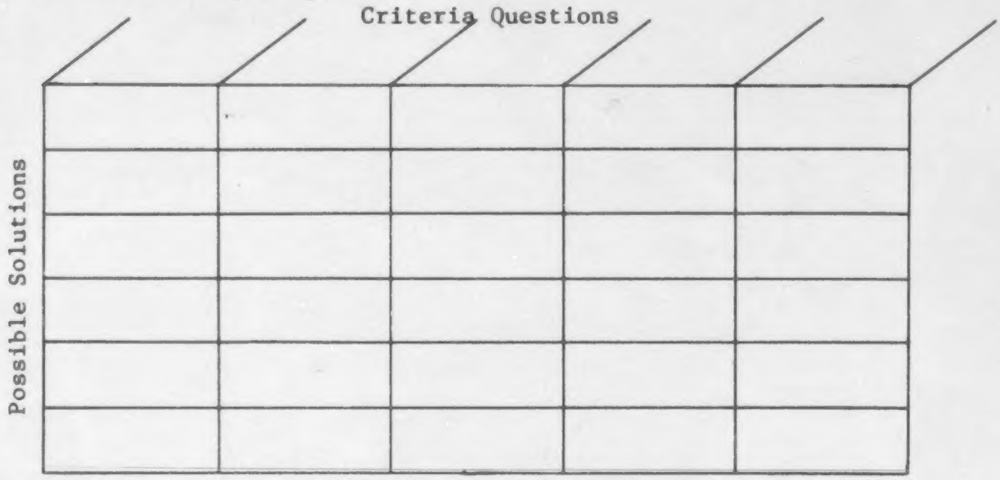
Those students who wish to work on their own should be allowed to do so. Others who require the assistance of the facilitator or other members of the group should use that approach. Each student should list several possible solutions.

b. Finding criteria. Criteria are standards used to judge possible solutions.

Students should ask themselve the question, "What do I have to consider in deciding which possible solution I'm going to try?" The answer to this question will be a list of criteria. The criteria decided upon should be written in the form of questions to be asked about each possible solution. Some possible criteria might be:

- Can I carry out this solution?
- If this solution fails is it likely to make the problem worse?
- Do I need a solution soon? If I do, can I carry this one out in the required time?
- Can I carry out this solution alone or do I need someone else's help? If I need help is it available?
- Do I know enough now to carry out this solution? If I don't, can I learn what I have to know?

c. Applying criteria. The facilitator should introduce the force field analysis grid.



This grid will ensure that each criteria question is asked about each possible solution. After students have applied the criteria to each possible solution, they proceed to the next substep.

d. Choose a solution. The solution that best meets the force field analysis test is ranked as the student's first choice. Other possible solutions may also be ranked since application and evaluation may show the chosen solution to be weak or inapplicable.

e. Predicting results. This sub-step has in effect been carried out in the preceding sub-steps, but at this stage the students should write out a brief statement of what will happen when they apply their chosen solutions. For example, a statement of prediction may say, "After I explain to my parents how I feel about being asked to be in by 9 o'clock in the evening they will realize that I am almost an adult, and will let me decide for myself what time I have to come in at night."

f. Setting a goal. A goal must state what the student will do and how he will do it. An example of a goal might be: I will calmly explain to my parents that their rule about my having to be at home by 9 o'clock in the evening makes me feel that they don't trust me to decide the right time for myself.

The facilitator should ask students to test their goals by asking the following questions about them.

- "Does my goal say what I am going to do?"
- "Does my goal say how I am going to do it?"

When the students are satisfied with their goals the facilitator should ask them what their next step would be. A correct response would be that a detailed plan should be made specifying exactly how the students plan to carry out their respective solutions.

5. Evaluation. The facilitator should ask students to review the steps of the problem-solving process carried out in this lesson. He should write down the steps and sub-steps on the flip chart of chalkboard as the students identify them.

If time allows, the facilitator should have the students discuss the developmental task addressed in this lesson. He might ask students to respond to questions like the following:

"Where do you get more independence, at home or at school?"

"If there is a difference between the amount of independence you get at home and in school, how do you account for the difference?"

"How do you cope with the difference?"

"Do you feel that adults want you to be dependent on them?"

"Do you sometimes feel that parents try to hold on to their children for too long?"

"What can you do to get more independence?" This question refers directly to the Choosing Solutions part of the problem-solving process. The facilitator should point this out if students do not.

The facilitator should ask students to tell him how they feel about using the creative problem-solving process. Is it confusing? Can they suggest any improvements or ways of making it simpler or easier to use? Suggestions should be evaluated and points of confusion clarified.

6. Planning. Students who identified personal problem situations and who have identified solutions to their problems may be ready to implement their solutions. If this is the case the facilitator should arrange individual counselling sessions to assist students in making detailed plans for implementing solutions. He should also make plans to evaluate the results with the students.

In preparation for the next sequenced lesson, Looking My Best, the facilitator should videotape each student after telling the group that the videotape will be used in a future lesson. Each student should be videotaped from head to toe while he or she slowly turns around. Students should be assured that the videotape will be erased after it is used in the lesson.

Lesson 18: Independence From Adults

I.R. Form

Respond to the following statements by circling the point on the rating scale that you think best rates how you honestly feel:

1. I feel free when I am at home.

1 2 3 4 5

2. I feel free when I am in school.

1 2 3 4 5

3. My parents let me do what I want to do.

1 2 3 4 5

4. My teachers let me do what I want to do.

1 2 3 4 5

5. I can do what I want to do at home.

1 2 3 4 5

6. I can do what I want to do in school.

1 2 3 4 5

7. My parents treat me like an adult.

1 2 3 4 5

8. My teachers treat me like an adult.

1 2 3 4 5

9. My parents let me chum around with anyone I please at home.

1 2 3 4 5

10. My teachers let me chum around with anyone I please in school.

1 2 3 4 5

11. I can come home late if I want to.

1 2 3 4 5

12. I can come to school late if I want to.

1 2 3 4 5

13. My parents allow me to behave as I please.

1 2 3 4 5

14. My teachers allow me to behave as I please.

1 2 3 4 5

15. My parents let me choose my own path in life.

1 2 3 4 5

16. My teachers let me choose my own path in life.

1 2 3 4 5

17. My parents think that what I do is my own business.

1 2 3 4 5

18. My teachers think that what I do is my own business.

1 2 3 4 5

19. My parents respect my right to make my own decisions.

1 2 3 4 5

20. My teachers respect my right to make my own decision.

1 2 3 4 5

21. My parents will let me decide whether I go to school or not.

1 2 3 4 5

22. My teachers will let me decide whether I go to school or not.

1 2 3 4 5

23. My parents think I'm quite grown up.

1 2 3 4 5

24. My teachers think I'm quite grown up.

1 2 3 4 5

25. My parents let me argue with them.

1 2 3 4 5

26. My teachers let me argue with them.

1 2 3 4 5

27. My parents want me to be independent of them.

1 2 3 4 5

28. My teachers want me to be independent of them.

1 2 3 4 5

29. My parents let me do things in my own way as long as I get them done.

1 2 3 4 5

30. Teachers let me do things in my own way as long as I get them done.

1 2 3 4 5

A. Add up all your ratings for odd numbered statements (1, 3, 5, etc.):

Total A ______________________

B. Add up all your ratings for even numbered statements (2, 4, 6, etc.):

Total B ______________________

C. What is the total of A + B?

Total A + B ______________________

D. Which total is greater, A or B?

____

E. By how much is it greater? (Subtract the lesser from the greater).

____

Lesson 18: Independence From Adults

Problem Situation

Imagine yourself in the following situation:

You are 16 years old, a grade 10 student, and you live at home with your parents, an older brother and three younger brothers and sisters. Your older brother is a very responsible person who almost always does what your parents ask, makes good marks in school and is well liked by his teachers.

You are quite different from your older brother. You like more "good times" than he does, you argue with your parents more often and you don't get along as well in school. Both your parents and teachers often ask you why you can't be more like Frank and use him as an example of what you should be like.

The situation is really bothering you, but you don't know what to do about it because even though you feel that your parents and teachers are being unfair, you are unsure about how to deal with adults in this kind of situation. You feel that they have a lot of control over you and you don't want to make the situation worse.

You finally decide that you are going to take a closer look at the problem and do something about it.

SELF

Lesson 19: Looking One's Best

Time: 3 hours

Developmental task #3; Self track; Skill cluster - Defining the problem

In early adolescence, most people go through a physical developmental phase in which the rate of growth outstrips the person's muscular development. At this stage many young people are gangly and undercoordinated. Simultaneously, they undergo the process of sexual maturation and take on adult secondary sex characteristics. Associated with these physical changes, though not completely dependent on them, are psychological changes. The trauma of rather abruptly losing one's previous physical control, the mystery of changing sex characteristics, and the awakening interest in the other sex can have rather far reaching physiological effects.

One possible effect is losing the careless unconcern of childhood for one's physique. Quite suddenly new conceptions of physical beauty become important. This often leads to an inability to accept one's physique because of its imperfection, its inability to measure up to unrealistically and idealistically high standards. Adolescents often become purposely sloppy in dress and appearance in overcompensation for a desire to be physically perfect.

In most cases, by mid-adolescence, the young person begins to come to terms with his or her physical self, but the traumatic experiences of early adolescence frequently have residual effects that last well into adulthood. While concepts of physical attractiveness vary among individual people and among cultures, in Canada, certain standards seem to cut across racial and ethnic lines. Cleanliness, correct weight, neatness, good grooming, tall stature among men and good proportion among women, good posture, and reasonably good dress are valued by most people to an extent determined by personal and social values.

In northern areas of Canada with its people's greater acceptance of each other for what they are rather than what they have, the acceptable standards of physique, hygiene and dress are broader, and less fixed than they are in the south. Nevertheless, young people do want to dress well and look good. This is evidenced by young peoples' quickly latching on to fads in dress and hair style, and the efforts that go into grooming for special occasions.

In this lesson, students receive feedback from VTR, and each other, on the positive aspects of their appearance. They then accept feedback on those aspects of physique, dress and grooming that they can control and can change if they wish to.

Objective:

Students give and receive feedback about positive and negative aspects of their physical appearance that are within their control, and use the problem solving skill of asking and answering "In what ways might....?" questions in order to identify some ways of improving their appearance.

Resources Required:

VTR equipment

A copy of How Might I Improve My Appearance? for each student

A copy of Organizing For Opportunity for each student

Facilitator selected materials and equipment for Objective Enquiry/Skill Practice.

Contents and Activities:

1. Advance Planning. The facilitator should, if possible, get the assistance of a Home Economics teacher for this lesson. She would act as a resource person on the topics of dress and grooming. If a Home Economics teacher is not available, a knowledgeable person from the school or community may be asked to act as a resource person.

The videotape prepared in Lesson 18 should be ready for use.

2. Introduction. Two approaches might be used in introducing this lesson:

a. Students will be required to give and receive high risk feedback in this lesson so it may be appropriate to introduce the lesson with a trust exercise. The exercise is called "See Through Your Fingers".

The students should be told that this lesson will require a high measure of mutual trust because it involves telling each other about quite personal matters, and the exercise "See Through Your Fingers" will help them develop trust.

One member of the group is blindfolded while the rest of the students change their seating arrangement. The blindfolded member approaches each student in turn and attempts to identify him or her by examining facial features using only the sense of touch.

Group members are asked to trust the blindfolded student, to sit still and let him or her feel their facial features.

While students are taking turns the facilitator should videotape the exercise. Each student should be given the opportunity to identify several other students while blindfolded.

When each student has had a turn at being blindfolded, the facilitator should replay the videotape, and ask students to disclose how they felt when blindfolded or when approached by a blindfolded person.

"Did you find it difficult to trust that the person would let you touch his face?"

"Did you find it embarrassing to touch or be touched?"

"Which did you find easier, touching or being touched?"

"How did you recognize the people you touched?"

The facilitator should praise students for the degree of trust they displayed and should point out that trust is made possible by gentleness and honesty. He should add that the attitudes of gentleness and honesty should be shown as the subject of this lesson is dealt with.

b. If the facilitator does not use the trust exercise because he feels that the degree of mutual trust in the group does not require strenthening, he should nevertheless point out that students should display gentleness and honesty with each other in this lesson because it deals with matters that are personal. He should add that the level of gentleness and honesty that students display toward each other will determine the effectiveness of the experience.

Regardless of which introductory approach is used, the facilitator should next advise the students that they will play the videotape made in Lesson 18 through three times. He should write the sequence of showings on the flip chart:

i. Show for fun
ii. Show for observation
iii. Show for comment

The facilitator should play the tape after explaining that the students should view the first showing for enjoyment. Before the second showing, he should ask students to observe closely for things they want to say about their own appearance.

3. Discussion. Before the third showing, the facilitator and students should decide which of the following techniques they wish to use.

a. Each student might be asked to comment on his own appearance on video.

"Do you look your best?"

"What would you say about the person if he were not you?"

"Would you say the person looked confident about his or her appearance?"

"Do you notice things about yourself that you could and might like to change?"

b. If the students feel that they can handle strong feedback the facilitator should demonstrate the hot seat technique by moving his seat into the middle of the circle and asking students to give him feedback on his personal appearance. He should ask students to first tell him about positive aspects of his appearnace (hot seat of happiness), and to deal only with those things that he can control. He can't change the shape of his nose, the color of his skin or a missing finger, but he can change his sloppy jeans, or shaggy hair, or dirty fingernails. After students have given him some positive feedback, he should ask for negative feedback on his appearance (hot seat of misery).

Each student should have an opportunity to take the hot seat while other group members first give positive feedback and then negative feedback on what they see of the person's physical appearance on the video. Students should not be forced to take the hot seat since each person should judge his own readiness.

After each student has commented on his or her own appearance or has received feedback from other students, the facilitator should throw questions like the following open to discussion:

"What determines how we dress?"
"What influences hair styles?"
"What determines the cleanliness of our clothes?"
"What determines how well groomed we are?"
"What things can affect how clean we manage to keep?"
"Does what we do affect our neatness or what we wear?"
"Does how we look affect how we feel?" "Do you feel differently when you are dressed up?"

The group may identify the factors that affect our dress and level of hygiene and grooming, such as social circumstances and community standards, personal comfort, budget, styles, health, what we are doing, personal values. The facilitator might point out that aspects of physical appearance such as hair color, skin shade, height, and to an extent weight are determined by heredity and environment, and that we can do little to change them.

The final step in this phase of the lesson is to ask students to identify those things about their personal appearance that they see as problems. Students may ask questions about personal care. Students' comments and questions should be written on the flip chart or chalkboard. If the students do not respond, they should be referred back to the videotape to identify personal appearance problems.

4. Objective Enquiry/Skill Practice. If a resource person is present, the various comments and questions listed on the flip chart might be discussed and answered.

If a resource person is not available, the students could work together in sharing their knowledge about grooming, hygiene, appropriateness of clothing, weight and posture, and budgeting.

Various exercises might be appropriate:

a. Clothing discussion. Students might compare clothing prices, proper care of clothing, styles, suitability and so on.

b. Grooming and neatness. Students might experiment with different hair styles or discuss what they notice about a person's grooming when they first meet him or her.

c. Hygiene. Students might look into Health books for information about care of skin and hair.

d. Make-up. Girls may be interested in investigating this topic, perhaps with the assistance of a female teacher or nurse, by consulting fashion magazines, or by giving each other feedback on the appropriateness of their use of make-up.

e. Weight and posture. Students might consult average weight charts and decide how appropriate their own weights are for their heights, or they may weigh and measure students in the school and create tentative average height-weight charts of their own.

Students should probably work in sub-groups. The facilitator should ensure that information acquired by the various sub-groups is shared with other members of the group before going on to the next phase of the lesson.

The important objective of this phase is to have students learn about how physical appearance might be improved in order to assist them in the next phase of the lesson.

5. Skill Application. Each student is given a copy of How Might I Improve My Appearance? Students are asked to work in pairs in helping each other pick out specific problems with personal appearance that they may wish to deal with. Students should be directed

to think back to the feedback they got during the Introduction and to the knowledge they acquired during the Objective Enquiry. The facilitator should also point out that when students get to part 3 of the form they should try to identify practical solutions. A practical solution may be as simple as getting up earlier to have more time to spend on grooming, or as complex as losing twenty pounds, however, solutions should be realistic.

When students have completed their forms, the facilitator should have each student disclose the things he or she wants to change and how he or she plans to do it. Students should give each other feedback about the solutions, and should also make a committment to help each other practise their proposed solutions.

The students might be asked to brainstorm ways of helping each other practise solutions. Ideas that might be useful would include contracts, promises, reports on progress, working together in groups of students with similar problems, daily feedback, video records and reports of progress, weighing in, and so forth.

When the brainstorm is complete, students should discuss and reach consensus about the methods they wish to use.

To help individual students in formulating plans for carrying out solutions the facilitator should hand out copies of Organizing For Opportunity for use as a guide.

6. Evaluation. The students should be asked to identify the problem-solving skills used in the lesson. The students' resonses should identify giving and receiving feedback, brainstorming, asking and answering "In what ways might....?" questions, planning for solution of a problem.

An ongoing evaluation could be carried out by observing whether or not students carry out their solutions, and help each other in doing so.

The videotape should be erased as promised.

Lesson 19: Looking One's Best

How Might I Improve My Appearance?

1. Things about my appearance I want to change.	1. Can this be changed? Yes or No.
____________________	______________
____________________	______________
____________________	______________
____________________	______________

2. Things about my appearance that I can change.	2. Questions about the things that I can change.
____________________	a. How might I ____________
____________________	____________________
____________________	b. How might I ____________
____________________	____________________
	c. How might I ____________
	____________________
	d. How might I ____________
	____________________

3. Possible answers to questions.

a.

b.

c.

d.

Lesson 19: Looking One's Best

Organizing For Opportunity

Although each student will have different grooming problems this plan suggests a typical approach.

Plan Requirement	Example
1. *Objective*. Answers the question, "What do I need to do?"	Keep my clothes in shape.
2. *Timing*. Answers the question, "How much time do I need?"	It could require taking time to launder clothes in the evening, or getting up twenty minutes early to press them. Or it could require a weekly session of washing, pressing, mending.
3. *Resources needed*. Answers the question, "What things to I need to meet the objective?"	Some new clothes. A good steam iron. A mending kit. A full length mirror.
4. *Help needed*. Answers the question, "To whom must I talk about this matter?"	Talk to a friend who knows more about styles and caring for clothes.
5. *Sequences*. Answers the question, "In what order should I do things?"	Reassess my present wardrobe. Shop for needed items. Start weekly care sessions. Begin daily care program.
6. *Prediction*. Answers the question, "What do I expect to happen as a result of this plan?"	I expect to improve my appearance. I expect to have nicer appearing clothing because of more planning and care.
7. *Evaluation*. Answers the question, "Did things turn out as I expected?"	My clothes show a lot of improvement. I need a basic wardrobe. My friends have noticed a difference.

COMMUNITY

Lesson 20: Community Ethical Systems

Time: 6 hours

Developmental track #10; Community track; Skill cluster - Defining the problem

In recent years much has been said and written about the difference in values between northern native people and the middle class people in the South. When we hear about these differences, we generally hear about the differences in attitudes towards work, differing attitudes towards communal sharing as opposed to individualistic accumulation of material goods, differing standards for judging human worth, and differing concepts of right or wrong behavior or conduct. In this lesson, students will investigate local community ethical standards, the system of conduct or behavior, of rules of right or wrong.

The acquisition of a set of values and an ethical system as a guide to behavior might be equated with the stages of moral development. Anomy[1], or the stage of moral development characterized by control through pain and pleasure, is the stage of infancy. This stage blends into the second stage, heteronomy[2], which is characterized by being the discipline, not of natural consequences of pain or pleasure, but of artificial consequences delivered by adults in the form of punishment or reward. This phase of moral development lasts up to the age of 7 or 8, but varies according to sex, intellingence, religion, home environment and cultural factors. The third stage, socionomy[3], begins after the age of 7 or 8 and is characterized by adherence to the codes of the social group one belongs to. Adult control wanes to an extent, but the person now conforms to the authority of his peers. The ideal stage of development, and individuals do not all reach this stage, is autonomy[4] where the rules governing moral behavior come from within the individual, not from external pressures.

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[1] Bull, Norman J., Moral Education, Sage Publications, Beverly Hills, California, 1969.

[2] Ibid.

While the ideal of autonomous moral conduct is an admirable one, most societies feel a collective need to impose restraints and controls on members' behavior, so one might conclude that truly autonomous moral behavior does not exist in all adult members of society.

Adolescents might be loosely grouped into the third stage of development, socionomy. Adolescents in many situations are controlled in their moral judgements not by an inner sense of right and wrong, but by the threat of social sanctions. These social sanctions might take the form of being rejected by peers, of loosing trust and respect, but a sense of autonomous control begins to appear in some situations and absolute judgements such as "It's always wrong to steal", begin to appear.

An ethical system is a very personal system, but because of the probably stages of its development it absorbs much of the ethical code of the community in which the individual grows up, and every community does have its system of conduct or behavior. Conflict often arises when the ethical systems of two cultures or communities differ on significant points. Farley Mowatt makes this point in his writings about Arctic Eskimos, especially in his description of the trial of two young Eskimo men of the Dorset band who, acting according to the Eskimo code of ethics, had killed an insane woman who threatened the survival of the band. This classic clash of cultures does end in a verdict favourable to the youths, but the trial process underlined the inapplicability of the southern legal-ethical code to the conditions of the Arctic.

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3. Bull, Norman J., Moral Education, Sage Publications, Beverly Hills, California, 1969.

4. Ibid.

In this lesson, students will explore the ethical standards widely held or believed in by members of their community. They will be asked to select a method of investigating the ethical system that applies to the behaviors of people in the community in dealing with fairly specific elements of the community. It is hoped that this exploration will enable adolescents to clarify their personal ethical systems and become aware of the necessity for social and personal standards of conduct and behavior.

Objective:

The student participates in defining a problem situation, and cooperates with other group members in creating and carrying out a plan of action to resolve the problem.

Resources Required:

One of the films listed under Advance Planning
16mm projector
10 copies of Organizing For Opportunity

Contents and Activities:

1. Advance Planning. This lesson, depending on the method of enquiry chosen by the students, will probably have to be carried out in two sessions. The Objective Enquiry might be done in one session, while the Application and Evaluation phases may have to be deferred to a second session.

The facilitator should be prepared to use about two hours in the first session and approximately the same amount of time in the second. He may be able to conduct another lesson in the time remaining in the two sessions.

Several weeks in advance, the facilitator should order one of the following films:

a. Satan's Choice, NFB, black and white, about 28 minutes. The story of a motorcycle gang - a sub-culture within our culture and their value system. Available from the nearest National Film Board office or library.

b. Right or Wrong? - Making Moral Decisions, Coronet films, 11 minutes. A gang of high school boys breaks a warehouse window; one of them is caught. The moral decisions of the watchman, the boy's mother, the property owner, the police sergeant, a social worker, and the boy are highlighted to motivage thinking and discussion. Available from your provincial Department of Educaton film library. In Saskatchewan, order through the school principal from the Visual Education Section, Department of Education.

2. Introduction. The facilitator should define the word ethics and relate it to the idea of an ethical system that guides behavior. He might give examples of some of the "standards of right and wrong" that guide the behaviors of members of the Life Skills group while in the group. He might ask, "Would it be ethical in this group to discuss a person's family when he is not here?" Or he might ask, "Would it be ethical behavior to give someone feedback about what he does by beating up on him?" Any examples of the group's standards of right and wrong behavior in the group would be appropriate. The facilitator might combine a message on group confidentiality with an example of ethical standards within the group by asking, "Suppose one of us has a serious personal problem that we have always found it very hard to talk about, say a sex problem, and suppose that person discloses his 'secret' to the group because for the first time he or she feels that people in the group can be trusted to help without judging or spreading the story around. Would it be ethical for members of the group to gossip about that person and the problem outside of the group?"

When the facilitator feels quite cerain that students have a clear idea of the concept of ethics, he might briefly discuss the idea of an ethical system or a set of standards of right and wrong. He should emphasize that ethical systems are largely individual, but that outside influences affect each person's ethical system, and that all social units, groups of people large and small in number, develop ethical systems that govern or influence the behaviors of people in the group.

If one of the films listed under Advance Planning has been obtained, students should view the film and be prepared, after viewing, to discuss the ethical system in operation among the people in the film.

3. Discussion. The film viewed should be discussed at two levels. The first level of discussion should allow students to respond to the film from a "viewing for fun" perspective. Students should comment on whether they enjoyed it or not, whether they understood it or not, and whether they thought it was well done.

After students have responded affectively to the film, the facilitator should initiate a discussion of the values and the ethical system displayed or perhaps suggested by the film. The following questions might be used in discussing each film.

a. Satan's Choice.

"What were some of the do's and don'ts of the motorcycle gang?"

"What things were the members of the gang allowed to do that would be condidered wrong by most people?"

"What things were members of the gang not allowed to do because of the ethical system of the gang?"

"What would happen to a member of the gang who went against the ethical system?"

"The laws of our country create part of our ethical system. Does the law play an important part in the life of a gang member?"

"Can you think of any groups in your community, or that you belong to, that create ethical systems for their members?"

"Do you think your personal ethical systems would fit into the ethical system of the Satan's Choice gang?"

b. Right or Wrong? - Making Moral Decisions

"Did you see any ways in which the ethical systems of the boy, the watchman, the mother, the police sergeant and the social worker were similar? Different?"

"Which of the characters do you think had the most rigid or unbending ethical system? Why?"

"Which of the characters had the most flexible ethical system?"

"Have you ever known of or been involved in a situation such as this one where the ethical systems of various people in the situation clashed? Describe it."

"Which of the characteristics in the film made the kind of ethical decisions that you feel you would make in that situation?"

"Do you think that people in your community, say a boy, his mother, a watchman, a policeman, and a social worker would make the same kind of decisions that the characters in the film did? In what way would they differ?" The facilitator should deal with each role individually.

If for some reason neither of the films is used the facilitator might have students continue the discussion begun in the first part of the Introduction. He might ask students to name some groups that have their members adhere to a written system or code of ethics. Some examples would be, the Hippocratic oath of doctors, the oath taken by policemen, the teachers' code of ethics, the vows of priesthood or sisterhood. He might also ask students to identify some written ethical codes that affect their own lives. For example, the laws of the country and province, town or L.C.A. bylaws. He might ask students to identify some unwritten rules of right and wrong that form the ethical system of their community. For example, are there any behaviors that are taboo (forbidden, banned)? Are there any behaviors that must be performed?

4. Objective Enquiry/Skill Practice. The facilitator should present the lesson objective: "The student participates in defining a problem situation and cooperates with other group members in creating and carrying out a plan of action to resolve the problem."

The facilitator should describe the problem situation by writing it on the flip chart or chalkboard: "The students of this Life Skills group want to learn more about the ethical systems of their community before the next Life Skills session in order to help them develop understanding of community ethics."

It should be pointed out that this description of a problem situation answers the questions, who? what? where? when? and why? Further qeustions will have to be answered before the problem is defined in the step of asking "In what ways might....?" questions.

The facilitator will probably have to point out that ethical systems operate in many aspects of community life. He should ask students the question, "When we talk about a community we are talking about a complicated organization. What do we have to look at in studying a community?" It can be anticipated that students will have difficulty with this question, so the facilitator should point out a few of the following elements of a community[5] to get students started:

a. Economics - money and its exchange, work

b. Politics - leadership and power

c. Law enforcement - attitudes towards the law and how it is enforced

d. Property - housing, public and business buildings, personal property

e. Education - for children and adults

f. Recreation

g. Religion

h. Family living

i. Health Services

j. Special groups - the aging, and handicapped people

k. Intergroup relations - minorities in the community, various community pressure groups

l. Communications - newspapers, radio, television, propaganda and censorship

m. Associations - clubs, service groups

When students have identified several of the above elements of a community, the facilitator should point out that there are certain do's and don'ts, right and wrong ways of behaving, that apply to people when they are involved in any aspect of a community. For example, there are commonly held ways of behaving when dealing with the local store or stores. Perhaps it is an unwritten rule that one does not steal from the local Co-op store because it belongs to the people. Or, it may be that people do not talk roughly at the local curling rink because there are women and children around. Perhaps people do not openly criticize leaders at public meetings, but it is okay to do so at home. Older people probably are shown respect. Perhaps children do not talk back to parents in public, but may be allowed to at home. Perhaps community standards won't allow a local person to associate with the R.C.M.P. because he may be suspected of working with them and against other members of the community.

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[5] Warren. Roland L. Studying Your Community, The Free Press, New York, 1969.

Students are next asked, as a group, to go on to the next step in the problem-solving process, that of asking, "In what ways might ....?" questions that will help them define exactly what they want to find out about the community ethical systems. The overall question that might be asked is "In what ways might we find out more about the ethical systems of our community?" Students should be asked to be more specific. For example, "In what ways might we find out more about the ethical system that applies to property in our community?"

Because of the complexity of this situation, it will be impractical to pick one "In what ways might....?" question as the definition of the problem situation. The facilitator should ask students to individually pick out two "In what ways might....?" questions that they would enjoy working on. When students have done this, they should be paired according to the questions they indicated interest in answering. Each pair is then asked to work together in generating some possible solutions and in choosing the solution they wish to apply.

When each pair has selected a solution for application the facilitator should hand out copies of the form Organizing For Opportunity to be used as a guide in organizing a plan. He should put one restriction on the students' plans: They are to be carried out in time for the next Life Skills session.

At this point in the lesson, the facilitator should allow students to work on their own. They have had previous experience in the problem-solving skills required and in carrying out plans of this type.

This lesson gives the facilitator an opportunity to evaluate students' problem-solving skills, ability to follow through with plans made, and sense of confidence in carrying out a plan. For this reason he should allow students to strike out on their own in carrying out plans.

5. Skill Application. The facilitator has little involvement in this phase of the lesson. The students apply the plans they made on their own, and in their own time, regardless of which of their possible solutions they plan to apply.

6. Evaluation. The evaluation phase of this lesson entails several aspects:

   a. Evaluation of student experiences in carrying out their plans.

   b. Evaluation of the solutions chosen for application by each pair of students.

   c. Evaluation of the information about community ethics gathered by the students.

   d. Evaluation and feedback to the students, by the facilitator, about the students' use of problem-solving skills and their attitudes and abilities in carrying out their plans.

Some of the following questions and comments might be used by the facilitator in the various parts of the evaluation:

a. Evaluation of student experiences.

"What sort of experiences did you have in carrying out your plans?"

"How did you feel about doing this sort of project on your own?"

"Was your plan well enough prepared?"

"Did you accomplish the objective of your plan?"

b. Evaluation of solutions chosen.

"Did your solutions work? Did you get the information you were looking for?"

"Would another solution have worked better?"

"What problems did you encounter in carrying out your solutions?"

"What would you do differently next time?"

"Did you identify any skills that you didn't have that you could have used?"

c. Evaluation of information. The facilitator should record on the flip chart or chalkboard the information about ethical systems that operate in the community. He might use a system such as the following for recording student findings:

Element of Community Studied	Do's	Don'ts
Property		
Economics		
Religion		
Etc.		

The information gathered by each pair of students should be recorded before any discussion is carried on, but the facilitator should ensure that students have an opportunity to challenge the information. The basic question to be asked about each bit of information is, "Would a majority of people in the community agree that this way of behaving is right?" This question should be used to test the information. Students should also be asked to assess whether or not their personal ethical system agrees with the information.

d. Evaluation and feedback by facilitator. The facilitator should be very open and honest with the students and should be willing to give them both objective and subjective feedback about their use of skills and their attitudes. He should provide positive reinforcement for good effort and should directly confront poor effort.

If students have demonstrated any skill deficiencies, the facilitator, if time allows, should address them immediately or should make plans for future exercises to build skill competence.

Lesson 20: Community Ethical Systems

Organizing for Opportunity

Plan Requirement

1. Objective. Answers the question, "What do I need to do?"

2. Timing. Answers the question, "How much time do I need?"

3. Resources needed. Answers the question, "What things do I need to meet the objective?"

4. Help needed. Answers the question, "To whom must I talk about this matter?"

5. Sequences. Answers the question, "In what order should I do things?"

6. Prediction. Answers the question, "What do I expect to happen as a result of this plan?"

7. Evaluation. Answers the question, "Did things turn out as I expected?"

VOCATION

Lesson 21: Vocational Choice #3

Time: 3 hours

Developmental task #6; Vocation track; Skill cluster - Applying a solution

In this lesson, students continue the problem-solving/decision-making process begun in the lessons Vocational Choice #1 and Vocational Choice #2. At the end of Vocational Choice #2, students had gone through the first three phases of the problem-solving model, and working in three sub-groups had selected a possible solution to the problem of not having enough information about (a) the availability of jobs in the community, (b) knowledge of specific jobs, and (c) practical considerations to be accounted for in making a vocational choice. The students had also set a goal for obtaining more information.

The next step in the problem-solving process is to plan the carrying out of the solutions, predict the results of the plan, and implement it.

Objective:

Students, working in groups of four or five, plan to carry out a chosen solution to a problem, predict the results of their plan, and implement it.

Resources Required:

All materials from lesson Vocational Choice #1 and Vocational Choice #2.

Vocational guidance materials obtained from a guidance counsellor.

Several copies of Organizing For Opportunity - available in resource package for Lesson 20.

Contents and Activities:

1. Advance Planning. The facilitator should have all materials prepared in Vocational Choice #2 available for use by the students. Of special importance will be the sheets of paper on which each subgroup had written out its goal during the Skill Application phase of Vocational Choice #2.

The services of a guidance counsellor to act as a resource person would be desirable.

2. Introduction. In this lesson the usual format is not used. Students continue with the task of using the creative problem-solving model in obtaining some information that may be useful in making vocational choices. The facilitator should keep in mind the two-fold purpose of this process. First, the students practise in small groups the skills of problem-solving. Secondly, they develop an awareness of the possibilities for rational choice in making vocational decisions.

The facilitator should use questionning to review with students the steps in the creative problem-solving process, and to review once again the four broad categories of information required in making good vocational choices; knowledge of self, knowledge of specific vocations, knowledge of opportunities in the students' geographic area, and knowledge of practical considerations. He should record the problem-solving steps on the flip chart or chalkboard.

3. Objective Enquiry/Skill Application. Students should be asked to form themselves into the same working groups that they used during the lesson, Vocational Choice #2. The facilitator should hand back the sheets used by students to record their progress during that lesson.

a. Planning. When the students have had several minutes to review the information on the sheets, the facilitator should ask them to identify the next step in the problem-solving process. It can be anticipated that students will say that the chosen solution should be implemented. This, broadly speaking, is correct, but the facilitator should make the point that carrying out a possible solution requires a plan of action, and that a plan of action entails deciding quite precisely how one plans to implement the chosen solution.

The facilitator should ask students to *brainstorm* the points that should be included in a plan of action. He might ask the question, "What must be decided in our plan before we put the plan into action?"

When students have identified some of the points that should be covered in a plan, the facilitator should hand out copies of the outline, *Organizing For Opportunity*. He should ask students whether they recognize the outline from previous lessons. Students' suggestions from the brainstorm exercise should be fitted into the 7 stages of the plan requirement to show that the students were on the right track. The facilitator should cover the plan requirement step by step giving students an opportunity to ask any questions they may have about the points covered.

Students should be referred to the goal they set in *Vocational Choice #2*, and should be instructed to use that as a starting point in developing a plan for implementing their chosen solution. The facilitator should act as a resource person during this part of the lesson. *He should allow students to work on their own, but he should point out that any plans made should allow for implementation of the solution in about one hour of this lesson period*. He might suggest that students test the realism of their plans by asking, "Is this reasonable and can it really be done today?" If the answer to this question is "No", for any part of the plan, then that part of the plan should be changed.

Students should be given sufficient time to make a plan, but at least 1½ hours should be reserved for implementing the plan and evaluating the results.

b. Implementation. In this step of the creative problem-solving process, the students in their sub-groups are asked to carry out their plans. The guidance counsellor and facilitator may have to adopt several roles during this part of the lesson. They may have to act as resource persons with direct information to offer, as persons who can direct students to sources of information, as coordinators to ensure reasonably equal access to information, as facilitators to enhance the exchange of information in the group and as interviewers to draw information and knowledge from the students themselves.

The facilitator should ensure that at least half an hour is left at the end of the lesson period for evaluation.

4. Evaluation. The evaluation of the effectiveness of the student plans should be carried out by questionning students about the results of their implementation.

"How did your plan work?"

"Did you get the information you were after?"

"What went wrong?"

"Did you have enough time to carry out your plan?"

"Was your objective a good one? Was it limited enough or was it too broad?"

"Did you have the resources you needed to carry out your plans?"

"Did you do things in the right order?"

"Did things turn out as you had predicted?"

It can be anticipated that the most frequent shortcoming in student plans will be that the objective will be too broad, that students will try to do too much in too short a time. If this is actually the case the facilitator should have the students go back to their original goals and modify them to make them more realistic.

The facilitator should ask students to comment about their needs for vocational guidance. "Do you think that you would benefit from vocational guidance or do you feel that you do not need it?" This discussion would benefit the guidance counsellor since he will probably be responsible for any guidance programs in the school.

If time allows, the facilitator should briefly review the problem-solving process, directing students' attention to any steps or sub-steps where they demonstrated skill deficiency.

5. Planning. The facilitator and students should plan for overcoming any demonstrated skill deficiencies, perhaps by substituting a problem-solving lesson of their own design for a future lesson.

Lesson 21: Vocational Choice #3

Organizing For Opportunity

Plan Requirement

1. Objective. Answers the question, "What do I need to do?"

2. Timing. Answers the question, "How much time do I need?"

3. Resources needed. Answers the question, "What things do I need to meet the objective?"

4. Help needed. Answers the question, "To whom must I talk about this matter?"

5. Sequences. Answers the question, "In what order should I do things?"

6. Prediction. Answers the question, "What do I expect to happen as a result of this plan?"

7. Evaluation. Answers the question, "Did things turn out as I expected?"

PEER GROUP

Lesson 22: Resolving Arguments

Time: 3 hours

Developmental task #9; Peer track; Skill clusters - Giving and receiving responsible feedback, and expressing feelings

Adolescents are often accused of overreacting, of emotional outbursts of rudeness, swearing and sarcasm, of impulsive, inappropriate behavior, of quarrelsome and antisocial behavior. Adolescents frequently display the unhappy, antisocial behavior of scapegoating. Instead of accepting any blame for the things that make him unhappy he projects the blame onto others. Unable to cope with his own feelings, actions and reactions the adolescent lashes out in an intolerant way at adults, youngsters, minority groups, anyone that happens to be a handy target. Even though adolescents can be very idealistic they tend often to be unfair in their interpersonal contacts, especially in conflict situations.

It must be remembered, when criticizing adolescent behavior, that judgements are usually made according to adult standards. Though adults may frequently be unhappy, most of them have learned to cope with temporary unhappiness by recognizing that it colors their perceptions and interpersonal contacts and by realizing that it probably is a situational and temporary state. Adolescents are not adults. They have not yet developed the defence mechanisms and behaviors that would enable them to "turn a blind eye," or to turn an aggressive challenge into an opportunity for mutual understanding.

Conflict of a verbal and physical nature is a growing problem in the North. While much of this conflict is induced by alcohol, that does not excuse it. Few adult residents of the North have escaped having to deal with a belligerent drunk . Pent up frustrations and angers, and real or imagined wrongs tend to reveal themselves under the excuse of being drunk. Most northern adolescents are, from time to time, involved in these situations, either as targets of aggressive behavior or as aggressors themselves. They do not fare very well in either role as can be demonstrated by the high incidence of physical conflict among young Northerners. A lack of ability in resolving verbal conflict leads, all too often, to an attempt to resolve the conflict through physical means.

Standards of socially responsible behavior are relative to the society in which the behaviors are practised, and what is acceptable in one community is not necessarily so in another. However, resolution of conflict through non-physical and productive means, with dignity being maintained for all parties to the conflict, can be considered desirable and responsible behavior.

This lesson deals with the skills of handling conflicts, of productively settling interpersonal disputes, of fighting fairly. Adolescents who practise the skills of fighting fairly should be able to resolve personal conflict situations, and perhaps assist others in learning to deal with conflict situations. These skills should improve the ability of adolscents to deal with themselves, peers, adults, and siblings since the skills of fighting fairly are not only defensive skills, but also can change one's view of himself as an aggressor.

During disagreements and arguments, many people "wall up" feelings that contribute to the disagreement, and allow these feelings to continue to bother them and confuse the argument. If they feel anger or frustration, for example, they may release these feelings in other harmful ways, trying to attack and hurt the person rather than dealing with the argument. In fact, neither person wins the argument and both people end up worse off than before. Fair fighting skills can reduce these feelings of hurt, anger and frustration.

Fair fighting requires the participants to recognize their feelings, to bring them out in the open, and to deal with these feelings rather than suppress them; when they have done this, then they can deal with the subject under discussion.

In problem-solving terms, fighting fairly requires people to identify their assumptions, examine their feelings and handle their disagreements as fairly and objectively as possible.

Objective:

In a role-play situation, each student uses the skills of fighting fairly: He gets off the subject and admits his feelings; he asks the other person to describe his feelings; he paraphrases what the other person says; he examines his assumptions.

Resources Required:

VTR equipment

A copy of Effective Actions in the Fair Fight for each student

Videotape: Fair Fighting, or Resolving an Argument, Parts I and II

2 sets of Role Play cards in Resource Kit and 3 or 4 more sets prepared by the facilitator

Contents and Activities:

1. Advance Preparation. The facilitator should review the two video tape sequences, Fair Fighting, or Resolving an Argument, Parts I and II. The VTR equipment should be ready for use. The facilitator should prepare the flip chart with the following points on it, but should keep the pages hidden until required:

   a. We cannot avoid fights.
   b. We want to get out of fights.
   c. We do not necessarily want to win.

2. Introduction. The students should be told, "Today we practise the skills of quarrelling or fighting fairly. We learn the skills that help us avoid or get out of quarrels and arguments. To do this we accept certain things:

   a. We cannot avoid arguments.
   b. We want to get out of the argument.
   c. We do not necessarily want to win."

The facilitator should expose these points written on the flip chart. He should then ask, "Does everyone agree with these statements?" He should encourage a discussion of the three points and should also point out the following to stimulate the discussion:

"You may not want to get out of an argument because you may want to win at all costs even if it means hurting the other person's feelings."

"Do we sometimes mistake putting the other person down for winning an argument?"

"In learning the skills of fighting fairly, you first learn to examine your motives or reasons for acting, so that you know why you do what you do. Are you always sure of why you are in an argument when you are?"

Students might be encouraged to recall and recount experiences they have had where the three points would definitely apply.

After the three points have been discussed the facilitator should point out that the students can use skills that they already have to avoid the problems that quarrelling brings if they accept the three basic points. To continue the lesson he should ask for two volunteers to develop some fight situations.

When two students volunteer, the facilitator should use the following instructions:

a. Send the volunteers from the room.

b. Have the group sit in a small circle.

c. Set up the video equipment to record the "fight".

d. Call one volunteer into the room and read this to him.

> "You and _____ will put on a fight for us to analyze. I'll record the action on the video and play it for study. In this situation, _____, your good friend wants to borrow $5.00 from you. You have often borrowed from each other, so you do not find that request surprising; however, a few moments ago, someone told you that your good friend tells other people that he feels sorry for you because you don't have many friends; otherwise he does not find your company too pleasant. This hurts you of course and you feel anger towards him, but because of your

long friendship, you don't know how to handle this problem; in any case, you don't want to lend him the money."

"Now, tell us what I have told you. Try to get yourself into a gloomy mood, as you tell us." As the student gives his version of what was said, ask him how he feels and feed his feelings; say, "It makes you feel rotten when your best friend says these things, doesn't it? You feel like telling him to quit bugging you."

e. Send the first volunteer from the room and ask the second one to come in. Tell him this: "You and _____ will put on a fight for us to study. I'll record the action on the video and play it when we are ready. In this situation, you want to borrow $5.00 from your good friend. You have often borrowed from each other, and he won't find this surprising. By the way, earlier today, another acquaintance asked you what made you such good friends. You told him you were both rather quiet people and neither one had many friends; you told him that when you are together, you don't go around having a big time."

"Now, tell us what I have told you. Try to get yourself into a good mood, as you tell us." Help him develop his mood; use leading questions. "You've known each other for a long time haven't you? How long? He has often borrowed from you, hasn't he? I think you regard it as a sign of your friendship; does it bother you to ask him for this loan? Tell us about that."

f. When instructions have been given to the second volunteer, tell the group to observe what takes place, and remain silent during the fight.

g. Call the first volunteer in and tell them to start.

h. Record the action on video.

As an alternative to the preceding exercise, students could be asked to engage in any role-play situation involving conflict and an argument. It could be a male-female, student-teacher, child-parent, or male-male situation realistic enough to evoke some emotion and for the students to identify with.

3. Discussion. When the action has produced some interesting behavior sequences, the role play should be stopped. The participants should be asked to react: "Did you really feel the roles you were playing? Did either of you feel angry or confused? What feelings did you notice in yourself?"

Other students should be questioned and encouraged in order to have them comment on the feelings they saw the role-play participants display. When student feelings have been expressed, the volunteers should be asked to describe what took place. The video tape should be played back and the role play analyzed in order to discover what took place. The volunteers, who to this point do not know what each others' role-play instructions were, should try to find out either by analyzing the videotape or by resuming their role play.

4. Objective Enquiry/Skill Practice. The objective should be written on the flip chart or chalkboard, and the skills listed should be underlined: Getting off the subject, admitting feelings, asking the other person to describe his feelings, paraphrasing, and examining assumptions. The facilitator should spend a few minutes discussing the skills in order to ensure that students understand what is meant by them. He should refer back to the role play for examples.

The students are told that the video tape sequence, Fair Fighting or Resolving an Argument, Part I, will show a situation similar to the one previously role-played, involving people who don't resolve the difficulty. The first sequence, up to the point where the narrator begins his comments, should be shown. The students are asked to note the absence of problem-solving/fair-fighting skills and the results of the argument. The facilitator summarizes results on the flip chart or chalkboard. When students have completed this analysis and have perhaps viewed the sequence again, Part II of the videotape should be shown. The students are asked to identify the fair fighting techniques demonstrated in the sequence.

The facilitator should distribute copies of Effective Actions in a Fair Fight and review the material as follows.

"When you realize you are in a fight you can work your way out of it if you can use these five skills. First, get off the subject;

second, admit your feelings. Ask the other person to let you tell your feelings. Say things like, 'You scare me when you do that; this whole thing makes me angry; I feel sorry when you say that.' Don't take too long. Third, ask the other person to describe his feelings. Help him, but do not take too long. Fourth, repeat what the other says, and add, "I believe you when you say....." or "I accept your feelings." Fifth, ask yourself the question _why_.

The facilitator should explain the use and value of the question _why_. He should say, "You remember what _why_ did in problem-solving. It helped find reasons for doing things. You may have to use it more than once, just as you do in problem-solving. Don't just say "Why"; say, "Why are we arguing?" "Why are we angry?" "Why do you get upset?" "Why do you not ask me what I think?"

5. _Skill Application_. The students are asked to identify any conflicts of a real nature that have arisen between students or between facilitator and students in the Life Skills group. The facilitator should remind students that in the Life Skills group it is important to practise new skills and it is important to work out any problems among group members. Dealing with real conflicts will make the skill application more meaningful and may lead to resolution of the conflicts.

If students do not take the initiative in identifying unresolved conflicts the facilitator should point out any that he is aware of. He should be specific by naming the students and the unresolved conflict and should ask the students to resolve it by using fair-fighting skills.

A student may identify a conflict situation that he or she is involved in outside the training group. In this situation the facilitator could have the students set up a role play in which the student with the outside problem could practise the skills needed to work out the disagreement. _Caution_ should be used however, since disputes outside of the classroom may have dimensions that the group cannot handle. The facilitator should make it clear that all _he_ can do is teach the useful skills for resolving the problem, but that the students must use the skills to solve it; _he_ cannot solve the problem for them. He should stress the difference between practise in a role play similar to the real life situation and acting in the real life situation itself.

The facilitator should review the rules of fighting fairly, and caution participants to keep in mind that this is a real life problem, if it is, before they begin. Someone should summarize the background of the disagreement, and the participants should begin.

The rest of the students and the facilitator should monitor the quarrel closely, and observe whether the rules are being used.

If students are unable to identify real conflicts that they are involved with, one of the following alternative applications should be used.

a. Students might be asked to identify past conflicts that they have been involved in that they feel were not fairly resolved. For example, a quarrel that led to blows, a quarrel where they felt that they had been badly put down or where they put down the other person, an argument that ended up being very one-sided, a quarrel that led to hard feelings that lasted for a long time, or an argument that let to the break-up of a friendship.

The situation should be described in detail and a role-play situation set up in which one student plays himself and another student plays the antagonist opposing him.

b. If students are reticent about the previous two suggestions, and the facilitator should do all he can to encourage them to disclose conflicts, as a last resort the facilitator might set up role-play situations such as those outlined on the cards in the Resource Kit. Only two sets of cards are included so the facilitator may have to set up situations from his own experience.

Each role player should read his or her card, or be briefed on its contents without the other role player knowing what the card states. When both players have grasped their separate sides of the situation they act out the role play, ensuring that they resolve the situation by using the skills of fighting fairly.

6. Evaluation. The evaluation of this lesson is continuous throughout the lesson, but the facilitator should pay special attention to the students' ability to use the skills of fighting fairly in the Application phase. The facilitator, throughout the lesson, should give the students feedback on their use of the skills and might in fact video tape some of the arguments in the Application to use in support of his feedback. Students should be encouraged to make a commitment to teach the skills of fighting fairly to someone outside of the group, a brother or sister, a friend or a parent.

If time allows, the facilitator might initiate a discussion of how being able to fight fairly can help a person behave in a socially responsible manner. For example, avoiding serious fights, helping others avoid or settle conflicts, getting along better with friends, parents and siblings, and becoming a better solver of interpersonal problems in general.

Lesson 22: Resolving an Argument

Effective Actions in the Fair Fight

When you realize you are in a fight:

1. Get off the subject.
2. Admit your feelings. Ask the other person to let you tell your feelings. Say things like, "You scare me when you do that; the whole things makes me angry; I feel sorry when you say that." Don't take too long.
3. Ask the other person to describe his feelings. Help him, but do not take too long.
4. Repeat what the other says, and add, "I believe you when you say....." or, "I accept your feelings."
5. Ask yourself the question why. "You remember what why did in problem solving. It helped find reasons for doing things. You may have to use it more than once, just as you do in problem solving. Don't just ask 'Why', say, 'Why are we arguing?' 'Why are we angry?' 'Why do you get upset?' 'Why do you not ask me what I think?'"

Lesson 22: Resolving an Argument

Role Play #1

You are John, a sixteen year old. You and Fred have been taking out the same girl off and on. You are somewhat angry about this because you don't think he should be "moving in" on your girl. Just today, when you asked her out, she said that she already had a date. You meet Fred on the street and he seems to have been drinking a bit. You're really angry.

Lesson 22: Resolving an Argument

Role Play #2

You are Rose, a fifteen year old. You had a dollar's change taken from your desk a few days ago. You suspect Annette, who sits in the desk in front of you. You have been getting angrier about it every day and Annette has been looking guiltier so you're almost sure that she took the money. You meet Annette in the washroom and decide to accuse her directly. You are angry.

Lesson 22: Resolving an Ar

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Lesson 22: Resolving an Arg

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angry.

Lesson 22: Resolving an Argument

Role Play #1

You are Fred, a seventeen year old. A girl that you feel is John's girl has been after you to take her out. You don't really want to because John is a good friend, but sometimes you just don't know how to refuse. You do not have a date with her tonight. You have had a couple of drinks and are feeling happy. You meet John on the street and he looks angry.

Lesson 22: Resolving an Argument

Role Play #2

You are Annette, a fifteen year old. A few days ago a dollar's change was taken from Rose's desk. She sits in the desk behind you. You saw who took the money but you didn't want to "squeal on him." Rose has been pretty mad about the theft, and you have been feeling guilty about not telling her who took the money. You meet Rose in the washroom. She looks angry.

SCHOOL

Lesson 23: Teachers and Students

Time: 3 hours

Developmental task #4; School track; Skill cluster - Identifying the real person in communication

An atmosphere of mild antagonism between students and teachers permeates most schools that adolescents attend. While it would be difficult to lay blame for this atmosphere, it probably arises because of the differing life priorities of the two groups. Most junior and senior high school teachers are specialists in one or two subject areas, and to them their subjects are important because of their interest in them, their aptitude for them and because they see the subjects as meaningful. In addition, most of these teachers are middle class products of the protestant work ethic and carry with them a dedication to education and a strong task orientation. Adolescent students, on the other hand, are in a period of life characterized by a need to explore, a desire to set one's own priorities, a rebeliousness against adult standards of work and use of time, and a general questionning of adult values. Because of this, teachers are not always able to transmit to students the relevance of what they teach.

In effect, the atmosphere of subdued beligerence that is characteristic of most northern schools is created by a clash of prioritites and values about what is taught in school. All too seldom do teachers and students discuss their relative points of view, and because of this a feeling of distrust often prevails. The students see teachers as adults who make them do things that don't seem important. The teachers adopt a rather typical adult stance that says to students, "We know what's good for you."

In this lesson, an attempt will be made to get some students and some teachers together to discuss the atmosphere and processes of the school. Students will have an opportunity to voice their feelings and opinions about education and their teachers, while the teachers will have an opportunity to voice their feelings and opinions about education and their students. This lesson contains a high element of risk and the facilitator will have to use all his coaching skills in order to ensure that it results in improved communication rather than having the opposite effect. It will give him the opportunity to bring out the concepts and sub-concepts of risk and trust and to teach the skills of finding the "real" person in communication. As much as possible, the discussion should centre on the "here and now." Without appearing to be superior, he will have to openly and honestly teach his colleagues as well as the students these skills. It can be anticipated that the students, at this stage in the Life Skills course, will be able to handle the situation with competence, if not with ease. Teachers may feel more threatened by it, may scoff at some of the exercises, and may tend to overreact to some of the things students say. The facilitator will have to be a mediator and must be prepared to support and interpret both verbal and non-verbal expressions of feeling.

Objective:

Students participate with teachers in an open discussion of their points of view regarding education in their school. They are asked to demonstrate a high level of trust, to risk new behaviors, and to risk communicating at a human level. They will use the following communication skills: listening from the sender's point of view, describing feelings, deferring judgement, being congruent, reversing roles, identifying perceptual sets and distortions, and accepting others as they are.

Resources Required:

VTR equipment

Blindfolds - 1 for every two participants
10 copies of Old Woman-Young Woman perception pictures
Flip chart

Contents and Activities:

1. Advance Planning. Several factors will affect the planning for this lesson.

   a. The facilitator will have to judge the school atmosphere to determine whether the lesson is appropriate. This may mean that he will have to talk to teachers and students to determine whether there is a need or desire for a lesson of this type.

   b. The lesson may have to be planned as an evening session since teachers' duties may not permit them to participate during the regular day. The facilitator should approach the principal of the school on this matter.

   c. The facilitator should be prepared to outline, in advance, the objectives and probable format of the lesson. He should make it clear that the intent of the lesson is not to have teachers and students confront one another, although this may happen. The intent is, to open new channels of communication that could lead to better teacher-students relationships beneficial to both groups.

   The facilitator should begin making plans for the lesson at least two weeks in advance to ensure that participants are prepared.

   Immediately before the session begins, the facilitator should write out the lesson objectives on the flip chart and conceal them until later.

2. Introduction. When teachers and students are gathered in the classroom, the facilitator should take the lead in disclosing his feelings about the situation. He may be somewhat anxious about what will happen. Will students react to the presence of teachers and become quiet and withdrawn? Will teachers be somewhat authoritarian and stifle open expression? Do some people feel that the session is a waste of time? Perhaps some of the people present feel threatened,

as if someone is trying to "pull something over on them." Whatever the facilitator's feelings are, he should accurately and concisely describe them, thus modelling behaviors that others should adopt.

Other members of the group should be asked to describe how they are feeling. All expressions of feeling should be reinforced since participants must feel free to discuss issues openly.

The facilitator, after people have disclosed their here and now feelings, should introduce the topic of trust. He might point out that the success of this session will probably depend on the amount of trust shown by the participants. They will have to risk revealing their feelings and doubts. They will have to trust that others will do the same.

The facilitator should introduce the "Blindfolded Walk" exercise. He should briefly describe what happens: People are paired up with one of them blindfolded. The blindfolded person, led around the room, around the school and perhaps outside, is allowed to touch, smell, taste and hear, but not to see. After 10 minutes the partners reverse roles for another 10 minutes. They then gather back into the full group to discuss their experiences.

Participants should be paired up in partnerships of a student and a teacher. Since there are unlikely to be as many teachers as students, some pairs may have to be comprised of two students. The pairs decide for themselves who will be blindfolded first. The final instructions given by the facilitator should be, "Remember, the blindfolded person trusts you not to lead him into any danger. Are you worthy of the trust? He is your responsibility."

3. Discussion. When participants have returned to the classroom after the "Blindfolded Walk" exercise the facilitator should have them react to the experience:

   a. Describe their feelings while leading and being led.
   b. Comment on feelings of trust or distrust during the exercise.
   c. Recount any experiences, negative or positive, that occurred during the exercise.
   d. Comment on whether or not the experience helped build up

a feeling of trust and closeness in the group.

4. Objective Enquiry/Skill Practice. The facilitator should introduce the behaviors that may help in opening channels of communication during the discussion in the Application phase of the lesson. He should mention the following:

   a. Group members have already expressed feelings, during the first part of the introduction and during the discussion following the "Blindfolded Walk" exercise. They should be encouraged to continue levelling, revealing here and now feelings, and being specific.

   b. Participants should be commended for the trust they displayed during the "Blindfolded Walk" and should be encouraged to maintain the high level of trust they displayed. They took risks in trusting the leaders not to lead them into a dangerous situation; they risked new behaviors and should feel free to try new ones again in the lesson. He should list these on the flip chart.

   c. The facilitator should also introduce some skills that may help in the discussions to follow:

      i. Deferring judgement. The facilitator should ask people to define the meaning of the term. Basically, it means not judging something, a person, event or idea, until all the facts are in. He might ask, "Would it be fair to discount this whole session before it begins?" Most participants will probably say no. The facilitator should label this as "deferring judgement" and should list it on the flip chart.

      ii. Congruency - authenticity. The facilitator should ask participants to define what is meant by these terms. Basically, it means saying and doing the same thing. He might use the following examples. The saying "Do what I say, not what I do" is an example of incongruency. Saying one thing while showing another is incongruency; saying that you are happy when your whole body posture shows dejection. The facilitator should ask group members to demonstrate examples of congruency in behavior and incongruency in behavior. He should add "congruency" to his list of the flip chart.

iii. Role reversal - listening from the sender's point of view. The facilitator should engage a member of the group, preferably a student, in a role play. He should refer back to the lesson Resolving an Argument, and say, "Okay, you know how to fight fairly, but I want you to forget that for now and verbally attack me as unfairly as you can. Call me names, tell me how ugly and stupid I am. Really let me have it." As soon as the student has warmed to the task and begun to "let him have it," the facilitator should say "Stop. Now you come over here and be me, and I'll take your place and your role." He should continue the verbal assault begun by the student for a minute or so and then laughingly end the role play, thanking the student for his participation. He and the student should discuss how they felt in both roles and whether receiving the verbal assault, rather than giving it, made a difference. "Were you able to feel what it would be like to be unfairly attacked in that way?"

The facilitator should point out that trying to listen from the sender's point of view can certainly help us to see an issue more clearly. He should add this to the flip chart list.

iv. Perceptual sets and distortions. The facilitator should hand out copies of the Old Woman-Young Woman picture, but should not label it in any way. He should ask participants to silently, without discussion, look at the picture for a few moments. He should then ask those who see an Old Woman to go to one end of the room. Those who see a Young Woman should go to the other end. Anyone who doesn't fit into either group is asked to remain seated and silent throughout the exercise. The two groups are given three minutes to answer the following questions:

- Is the woman rich or poor?

- What nationality or ethnic origin is she?
- How old is she?
- Is she happy or sad?

After the 3 minutes are up, each group is asked to list its answers on the flip chart. The two groups are then asked to discuss their differences until they spontaneously realize that they are looking at the same picture, but perceiving different figures in it.

The facilitator should label this phenomenon as perceptual set, the tendency of a person to see or hear things in a fixed way, and to judge things from the way he or she sees or hears them without looking outside that fixed way.

Perceptual distortion might be demonstrated by playing a gossip game where people form a chain, pass a message orally from one to the other, and compare the message at the end with the one that was started. Visual perceptual distortion might be demonstrated by putting the following sentence on the chalkboard or flip chart and having participants identify what is wrong with it:

The grass in the
the spring is soft
and spongy.

Few participants will immediately pick out the extra "the" between in and spring if the sentence is written out exactly as it is above.

The facilitator might comment that the old adage, "Believe nothing of what you hear and only half of what you see", may not be too much of an exaggeration.

v. Accepting others as they are. It might be assumed that the teachers and students in the group know each other quite well - as students and teachers, but how much to they know about each other as human beings outside of their roles as teachers and students. The facilitator should comment on the roles people play and how our view of them is often colored by the role we know them in.

In order to get people to disclose more about themselves and to get to know more about each other, the facilitator could engage people in an abbreviated form of the exercise "Ten People I Am" and call it "Five People I Am". He might ask each person to list five roles he plays, none of which should have anything to do with being a teacher or student, and to rank those roles starting with the one he would find easiest to give up and so on down to the one he would find most difficult to give up. The facilitator should disclose his list first and should adopt a modelling role in revealing his reasons for his choices. Others should disclose their lists and should be encouraged to reveal their reasons.

The facilitator should point out, at the end of this exercise, that it seems reasonable to accept people as they are because any judgement we make about people is likely to be made on the basis of incomplete information. He might also ask participants to comment on the statement, "Condemn the act, not the actor."

At this point in the lesson, the facilitator should review the behaviors and concepts discussed and have the participants decide whether they wish to take a short break.

5. Application. During the break, the facilitator should ready the VTR equipment for use during the discussion. He should also write out the lesson objective on the flip chart or chalkboard if he did not do so previously.

When the break is over and the group is ready to proceed, the facilitator should present the lesson objectives and discuss them with group members. When the discussion of objectives is over, the facilitator should withdraw from the leadership role and adopt the role of a working member of the group. He should, however, remain sensitive to the dynamics of the group and model appropriate helpful group behaviors and demonstrate any skills that may enhance the workings of the group. He should be as subtle and unobtrusive as possible in this activity.

The facilitator should also videotape segments of the discussion for use in the Evaluation phase. He should attempt to get footage that will show, in a positive way, examples of listening from the sender's point of view, description of feelings, deferring judgement, congruency, getting out of a perceptual set, checking to ensure accuracy of perception, and acceptance of others as they are, as demonstrated by acceptance of views, attitudes and behaviors different from those commonly held to be appropriate.

The discussion should be brought to a conclusion in time to allow for at least a twenty minute evaluation of the session.

6. Evaluation. Participants should be asked to react in several ways:

  a. "What do you think of the idea of a session such as this, where both students and teachers are asked to participate in frank and open discussion?"
  b. "Did you learn anything from and about each other?"
  c. "Do you think you can put this knowledge to use in this school?"
  d. "Did this session bring you all closer together or did it have other effects?"

If the participants are interested in viewing the videotape, the facilitator should play it back, pause when a skill stated in the objectives appears and ask group members to identify it.

The facilitator might choose to conclude the lesson by giving a personal evaluation of the session. He should make it clear that it is a personal evaluation from his point of view.

7. Planning. If the session is successful, the teachers and students may wish to meet in the future, either to share in learning new skills or to discuss specific topics that were not fully developed in this session. The facilitator should be prepared to assist as a resource person, as a group facilitator, as a participant, or as a provider of equipment and materials.

SELF

Lesson 24: Changing a Behavior

Time: 3 hours

Developmental task #9; Self track; Skill cluster - Applying a solution

Standards of socially responsible behavior are set by society, but within society's guidelines an individual does have freedom of choice. Bizarre behavior may lead to commitment to an institution as may extreme anti-social behavior, but behavior between the extremes is generally tolerated by society. We are allowed reasonable degrees of non-conformity though pressure in the form of censure, ridicule and ostracism does force most people onto a rather narrow social behavioral path.

Most of our social behavior is determined by a conditioning process which begins in early childhood. In early childhood, parents and other adults are the arbiters of what is acceptable behavior and what is not. In late childhood and early adolescence the influence of parents and adults begins to wane, and standards of socially responsible behavior are increasingly set by the peer group. Thus, we get the phenomenon of adolescent behavior often condemned by adults, but satisfying to the adolescent because it is acceptable to his peers. In late adolescence and early adulthood the person begins to seek autonomy of behavior and adjusts his standards of socially responsible behavior to suit his own values and ethical code. It is probable that not many people become truly autonomous in setting personal standards of behavior since feedback from the society around him is constantly forcing him to re-evaluate his standards. The feedback process may be as subtle as a disapproving frown or as direct as being put in jail, but the message should be equally clear, your behavior is not appropriate.

Often, inappropriate social behavior is the result of ignorance of standards of responsible behavior, and of not knowing what effect our behavior is having on those around us. Most people do not choose to be direct in confronting others about irresponsible or inappropriate behaviors they use because most of us adopt a defensive stance and see negative feedback about our behaviors as a threat rather than as a chance to learn.

Being able to accept negative feedback does not guarantee that the recipient knows what to do with it. Behaviors, however inappropriate, arose through a conditioning process and changing them is no easy matter. One must know of alternative forms of behavior, must use them, and must find them useful and/or positively reinforcing if they are to be adopted, and if they are to displace the inappropriate behaviors.

In this lesson, each student accepts feedback from his or her peers regarding inappropriate or irresponsible social behaviors he or she demonstrates. Students individually work through the creative problem-solving system in arriving at a plan for changing a behavior identified in the feedback exercise. It is hoped that students in this way will develop a personally useful system for modifying their own behaviors. The facilitator should review the section starting on page 130 of The Dynamics of Life Skills Coaching dealing with contingency management. He might also review pertinent sections of the book, Contingency Management in Education & Other Equally Exciting Places[1], if the book is available.

Objective:

The student gives and receives responsible feedback about social behavior, selects a personal inappropriate behavior and develops an individual plan for modifying this behavior.

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1. Available from: Behaviordelia, P.O. Box 1044, Kalamazoo, Michigan, 49001.

Resources Required:

A copy of Modified Organizing For Opportunity for each student

Contents and Activities:

1. Advance Planning. The facilitator should outline the steps of the problem-solving process on the flip chart. It may be advisable to write out the lesson objective for use in the Introduction.

2. Introduction. The facilitator should present the lesson objective: The student gives and receives responsible feedback about social behavior, selects a personal inappropriate behavior and develops an individual plan for modifying this behavior.

The facilitator should have students briefly discuss the approach they wish to use in giving and receiving feedback about their social behavior. Some options might be; a discussion of behaviors in which students would seek to confront one another about their behaviors, a hot-seat exercise with each student in turn taking feedback from other group members, or an exercise in introspection in which each student would spend several minutes alone,picking out one of his or her behaviors that he or she finds bothersome. In the latter exercise, the student would then describe the behavior to the group members and have them comment on whether or not they see it as a problem behavior.

Whichever approach or approaches students decide to use, the facilitator should introduce the exercise by making a comment similar to the following:

"In our actions with regard to other people and society around us, none of us is perfect. We all use behaviors that are inappropriate or irresponsible from time to time, but most, if not all of us, have some behaviors that we use consistently and that we find bothersome or that others find bothersome. This behavior may be a tendency to talk too much and not allow others to get their ideas in. It may be a tendency to be shy thus letting others push us around. It may be a tendency to be overly aggressive and argumentative. It may be a tendency to gossip and spread rumors. It may be a tendency to judge people according to their race. Or, it could be a tendency towards saying one thing and doing another. Any behaviors that affect us and others, and the relationships between ourselves and others, are social behaviors. In this exercise we will each try to pick out one specific behavior that bothers us and other people."

The facilitator might elect to take the lead by taking the hot-seat first, if that exercise is used, or he may initiate discussion by disclosing some of his own personally bothersome behaviors, or by directing students to each find a comfortable space where they can do their introspection about their behaviors.

After students have given and received feedback about inappropriate behaviors, each student is to pick one behavior that he or she may wish to change. The facilitator should caution students to select a behavior that is changeable and that is personally meaningful. In other words, the person must want to change the behavior and must be able to predict a reasonable chance for success.

2. Discussion. Each student is asked to disclose the behavior that he or she is planning on changing. Other students assist each individual by helping to identify the behavior more specifically. For example, a student may identify "being shy" as the problem behavior. Other students might help by asking 5WH questions. Who are you shy with? What do you do to show your shyness? Where, in what situations, does your shyness bother you most? When are you shy? When you are with adults? With people your own age? When in a new situation? Why are you shy? Do you find others threatening? Do you feel they are smarter or more capable? How do you act and feel when you are shy? How do you cover up your shyness?

This process of helping each other recognize the problem behavior may be a fairly lengthy one, but it is of crucial importance in bringing about a specific awareness of the problem. For example, the problem of shyness that seemed apparent in the example being used may actually be a problem of not knowing how to relate to peers of the opposite sex in an informal setting. The shyness problem may not show up with adults, nor with members of the same sex, nor with peers of the opposite sex in the school situation. The problem may be one of not being able to relax with girls (or boys) during social occasions.

Before going on to the next stage in the lesson, the facilitator should bring students' attention to the first step in the problem-solving process and point out that students working together have described each student's problem situation.

3. Objective Enquiry/Skill Practice. The facilitator should quickly review the problem-solving process to help students remember the steps and processes. He should also outline the basic concepts and process of behavior modification (contingency management) and stress the idea that behavior that is rewarding and rewarded tends to be repeated. He should also point out that we can provide our own reinforcers (rewards), but that these usually come from others. For example, the person in the example being used, who has difficulty in relaxing with peers of the opposite sex during social occasions, will probably get a powerful "social reward" if he or she learns to relax and finds that relationships with others become better, more satisfying and more meaningful. He or she may become more popular. If this happens, the techniques used to become more relaxed will be used again because they are rewarding and because they "work".

The facilitator should ask students to individually work through the problem-solving model to the end of the step, Choose a solution. Students may use the facilitator and other students as resource persons, but because the problems they are working on are personal ones it is probably best that they accept responsibility for finding their own solutions.

Though the facilitator will have to be available as a resource person, he will have to risk allowing students to work through the process alone, if they choose to do so.

4. Skill Application. As students work through the problem-solving process, and arrive at the stage where they have chosen a solution and predicted results, the facilitator should hand out copies of Modified Organizing For Opportunity.

Students, because they have been working on a real problem behavior, should be encouraged to use the form handed out for making a plan to change the problem behavior. The plan should be considered a commitment to try to change the behavior.

When students have outlined their plans they should form dyads and critique each other's plans. They should, in their critiques, pay special attention to points 6 and 7 in the Plan Requirement and should be encouraged to help each other become as specific as possible in stating the behaviors they plan to use and in specifying the results they wish to achieve.

5. Evaluation. If time allows, each student should outline his or her plan for changing a behavior. The other students and the facilitator should support the plan, but should be honest in assisting each other in making the plans workable. The facilitator should stress that each behavior planned be specific, observable, and rewardable.

The facilitator should ask students to comment on the feasibility of using the process followed in this lesson as a model for changing one's own behavior. He might ask them to speculate about whether plans made in this way can be successful. If students feel that they can work, the facilitator should ask them to carry out the plans they made today. He should seek a commitment from students to support each other in attempting to change behaviors.

6. Planning. The facilitator and students should schedule time in subsequent lessons for evaluation of progress in carrying out their planned behavioral change. If any students wish to rehearse new behaviors or feel they need help in developing techniques they may need in achieving new behaviors, the facilitator should ensure that allowance for group or individual assistance is made. If anyone chooses to use behavioral rehearsal, the facilitator should make the VTR available for use in recording "before" behavior or as a method of analyzing the changes required in one's behavior.

Lesson 24: Changing a Behavior

Modified Organizing For Opportunity

Plan Requirement	My plan
1. Objective: Answers the question, "What do I have to do?"	
2. Timing: Answers the question, "How much time do I have?"	
3. Resources needed: Answers the question, "What things do I need to meet my objective?"	
4. Help needed: Answers the question, "To whom must I talk about this matter?"	
5. Sequence: Answers the question, "In what order should I do things?"	
6. Behaviors: Answers the qeustion, "What will I be doing when I am carrying out my plan?"	
7. Prediction: Answers the qeustion, "What do I expect to happen as a result of this plan? What rewards will I get?"	
8. Evaluation: Answers the question, "Did things turn out as I expected?"	

PEER GROUP

Lesson 25: Evaluating the Results Of A Decision

Time: 3 hours

Developmental task #4; Peer track; Skill cluster - Evaluating results

An essential step in the creative problem-solving process is the evaluation of results, after a solution has been applied or a decision carried out. Accurate evaluation should lead to recycling of the problem-solving process, if the solution chosen and applied does not lead to appropriate results. In any event, evaluation does indicate where in the problem solving process an error in information or judgement was made, or where the process was appropriately and successfully applied. This information, whether positive or negative, can be applied to future problem-solving and decision-making events.

In this lesson dealing with the adolescent developmental task of achieving emotional independence from adults, the students as a group are required to solve a problem or reach a decision without the leadership of the facilitator who becomes a silent spectator. As a final exercise, they evaluate the results of their decision. The students will have to work together, without adult assistance, and will have to evaluate how well they do. They are given responsibility in determining their own course of action for the lesson and will have to face the consequences.

The role of the facilitator in this lesson is a passive one. He will have to adopt the attitude that, aside from laying a few very basic ground rules, his role is to do as little as possible. He will have to be prepared to leave the group if asked to do so, but may not join the activities even if requested to. His best response will probably be a noncommital shrug.

Objective:

Students decide upon and carry out an activity without any assistance from the facilitator and evaluate the results of their decision.

Resources Required:

Facilitator: Flip chart, audio recorder and 1 hour tape
Students: Whatever they consider necessary

Contents and Activities:

1. Introduction. When the students have gathered in the room and have dealt with any immediate concerns, the facilitator should advise them that in this lesson the objective is to evaluate the results of a problem-solving/decision-making exercise carried out by students without assistance from him. He lays down the following rules:

   a. He has nothing planned for the next two hours, so what the students do will be their decision.
   b. He will want them back together 45 minutes before the end of the time alloted to the lesson.
   c. He will not participate in the activities and will leave the group if asked to do so, but will be back 45 minutes before the lesson time expires.

At this point, the facilitator withdraws from the group and becomes a noncommital observer. If asked to leave he does so, or he may decide to leave without being asked. The facilitator (adult) will have to decide whether he can resist the temptation of making or helping things happen, or whether his presence will interfere with the students' independence.

2. Evaluation. Forty-five minutes before the lesson time expires the facilitator and students should reassemble in the full group, to evaluate the process and results of the course of action adopted by the students after the facilitator withdrew.

The facilitator might use some of the following questions, and audiotape the discussion to make a record that can later be analyzed to determine problem-solving skills that may require strengthening:

a. "How did you feel when I left or withdrew from the group?"

b. "Were you aware that you had a problem to solve or a decision to reach?"

c. "What was the problem or decision?"

d. "What did you do to define the problem you as a group were faced with?"

e. "What did you do to come up with ideas about how you might use the two hours you had?"

f. "Did you run into any problems in getting together about some of the things you might do?"

g. "What solution did you finally choose or did you try out more than one?"

h. "What did each of you finally end up doing for the two hours?" Each student to briefly explain.

i. "Are you satisfied with what you did? Why?"

j. "Looking back now, what would you have done differently?"

k. "Did you use a problem-solving approach?"

l. "Did it help or would it have helped?"

m. "Did you use skills that you learned in the Life Skills course?"

n. "How do you feel about this lesson or a lesson like this where you are left pretty well on your own?"

o. "Did it bother you not having an adult to help during an exercise in school?"

p. "Would you like to recycle this lesson and try it again?"

SELF

Lesson 26: Clarifying My Values

Time: 3 hours

Developmental task #10; Self track; Skill cluster - Expressing feelings

Values are our ideals of life, the beliefs by which we live, the things we judge to be truly important. Values range from highly materialistic, the acquisition of money and the things it can buy, to the highly spiritual, a belief in God or the goodness of man. Though a culture or society does have basic values believed in, or at least adhered to, by a majority of its members, no two people can be said to have exactly the same set of values. Each individual must struggle to achieve his own ideals, and if these run contrary to the ideals of the majority, the struggle becomes difficult.

To make the situation even more difficult, we live in "an important age", a time when traditional religious, political, economic, social, legal, work, and seemingly all other values, are in a state of flux, where under an unceasing bombardment from the media, from experts (often self-styled), from pundits and prognosticators, values are forced to bend, if not to change, often to fit someone else's conception of what they should be.

Today's youth are often accused of not having values because their values are not the traditional ones. To say this is much the same as saying that a car is not a car because it doesn't have wooden-spoked wheels. While the values of youth are probably not as fixed as those of adults, they do nonetheless exist. The values of adolescents are changeable because this period of life is a time of experimentation, a time of accepting or rejecting values as they are tried. But, at any given time, each of us does have an identifiable set of values. Given time and opportunity for clarification, those accepted tend more and more to become the basis of conduct and behavior. Belief is a human need and the pressure to build a set of values comes from both external and internal sources.

Culture shock and future shock are caused by a conflict of values. In the former, the conflict is caused by the differences between the values of members of one culture and values of members of another. Thus, a culture that believes in communal possession of property comes into conflict with a culture which greatly values individual possession of property. In the case of future shock, the conflict arises between the traditional time bound values and the values being created by onrushing change. The traditional value of privacy comes into conflict with the value of providing shelter for the burgeoning population of cities.

Northern adolescents live at the friction point between the traditional native values and the values of the inexorably encroaching North American majority. Individually, they must choose, adjust, compromise and rationalize among the value choices they face. The traditional native values do not altogether fit the new situation, and the values of the majority culture are not attuned to the northern scene. While facing this cultural shock, they are also subject to the shock created by the onrushing future. They are caught in a riptide of values.

While Life Skills for Northern Adolescents cannot hope to solve this dilemma, it can provide a beginning awareness of the situation. Students have already investigated some of the values of their community and peer group, but in this lesson they look at values from a more personal perspective. They investigate a broad range of possible personal values and on this basis begin to clarify values that they now hold. They are given an opportunity to react in an emotional way to some of the values that they feel are being imposed upon them.

The facilitator will have to be cautious about imposing his own values or about making judgements about values. He cannot hope to enter this lesson without any predetermined ideals, but he should attempt to avoid the temptation of making value judgements, of imposing his own concepts of what is good, cherished or worthy of belief.

A thorough understanding of the strategies outlined in The Personnel and Guidance Journal excerpt is essential.

Objective:

Each student participates in values clarification activities, assesses and expresses opinions and feelings about his or her own values and those that are imposed by others.

Resources Required:

"Value Clarification - A Tool for Counselor," an excerpt from The Personnel and Guidance Journal, May, 1973, Vol. 51, No. 9. Attached to lesson.

A copy of Personal Values Checklist for each student.

A copy of "I Learned" Statements for each student.

Contents and Activities:

1. Advance Planning. The facilitator will have to select an introductory exercise from those outlined in The Personnel and Guidance Journal excerpt and be prepared to use it with students. He should practise the exercises himself before using them with students.
2. Introduction. Six strategies are outlined in the above mentioned excerpt, however, it is suggested that stragegies #1, #4, and #6 may lend themselves best to stimulating interest and involvement.

If strategy #1 is selected, the either-or questions used will have to be within the knowledge of students. For example, instead of using, "Which do you identify with more, New York City or Colorado?", the facilitator might use, "Which do you identify with more, the city of Edmonton or the Northwest Territories?" Other suggested either-or questions might be:

"Are you more of a loner or a grouper?" - explain the terms "loner" and "grouper".

"Are you more like a power toboggan or a paddling canoe?"

"Are you more like a river rapids or a quiet lake?"

"Are you more like a restaurant meal or fish roasted on a stick?"

"Are you more like a store clerk or a prospector?"

"Are you more like a wolf or a deer?"

Strategies #4 and #6 can probably be used as outlined in the Personnel and Guidance Journal excerpt.

3. Lesson Options. The facilitator will have to decide which of the strategies are appropriate for use with his students. He may elect to use one stragegy in-depth, or he may decide to use several of the strategies during the course of the lesson. The following are some alternatives that might be useful, but the facilitator should not feel restricted by them.

a. If Strategy #1, "Either-Or Forced Choice" is used as an introduction, the facilitator might elect to initiate a group discussion about values that determine the individual student's view of himself. If he notes any patterns of identification, for example, all students identifying with one choice of a pair, he might have students identify the value or values that this choice is based on. Is it a cultural value? An ethnic value? A regional value? Or, is the choice based on a variety of individual values?

Students might proceed to work out the Personal Values Checklist individually and to analyze the results.

Strategy #5 is an ideal exercise for students to use as a self-evaluation instrument in concluding the lesson.

b. If Strategy #4 is used as an introduction, students may participate in a voluntary self-disclosure exercise in revealing their choices and reasons for choices. They might help each other in identifying their values and in picking out values that several of them hold in common.

In order to allow students to vent some of their frustrations and dislikes, they might be given an opportunity to identify things they hate to do. This could lead to some interesting study of contrasts and identification of values imposed by others.

Once again Strategy #5 would lend itself to self-evaluation by students.

c. Use of Strategy #6 would require little or no modification, but the facilitator would have to be cautious about having students openly reveal their lists of people they dislike. The questions asked on pages 10 and 11 of the excerpt would help lead the students into doing some in-depth value clarification.

Question #6 and Strategy #5 would serve as an evaluation.

d. Strategy #2 would be a useful tool for application of newly clarified values. Instead of using written paragraphs it is suggested that the "interesting variation" be used. Use of this strategy should lead to some interesting and perhaps heated discussion because of the variety of individual opinions that can be expected.

Once again, Strategy #5 should be employed as a self-evaluation instrument.

e. The Personal Values Checklist is a useful instrument for students to use individually as a follow-up to any of the strategies outlined in the excerpt from The Personnel and Guidance Journal. It has the disadvantage of being overly specific in terms of labeling, but has the advantage of pushing students into assessing their values.

f. If time allows following any of the forementioned options, the facilitator may ask students to react in a feeling way to some of the values being imposed upon northern society by the majority southern society. Students should be able to identify some points of conflict between commonly held northern values and commonly held southern values. Some tentative points of conflict might be:

i. The protestant work ethic which makes work almost an end in itself vs. work as a means to an end.
ii. Formal education vs. informal, practical education.
iii. Individual possession of property vs. communal possession of property.
iv. Exploitation of nature vs. harmony with nature.
v. Future orientation vs. "here and now" orientation.
vi. Classification of people vs. non-classification of people.

In this exercise it can be anticipated that a spread of opinion can be identified. The spread of opinion should be noted.

4. Conclusion. Students should be allowed to retain all values clarification materials they personally used in this lesson. They should be encouraged to repeat the exercises for themselves from time to time. Expecially useful as self-administered exercises are strategies #4 and #6 followed by #5 as an evaluation.

Students might be interested in teaching the values clarification exercise to others. The facilitator should make copies of the strategy outlines available to students who want to use them outside of the Like Skills group.

The facilitator should, if he considers it necessary, repeat any of the values clarification exercises at future stages in the course.

Lesson 26: Clarifying My Values

Personal Values Checklist

Rate these values according to which are least important (1) to most important (5):

Value	1	2	3	4	5
Acceptance, belonging					
Achievement (doing well, getting ahead)					
Beauty					
Friendship					
Change, new experiences					
Cleanliness, good grooming					
Comfort, convenience					
Courage, determination					
Endurance, perseverance (stick withedness)					
Education, knowledge					
Efficiency (doing things quickly and well)					
Empathy (understanding other's feelings and opinions)					
Family harmony (getting along in the family)					
Freedom					
Fulfillment, deep satisfaction (feeling of accomplishment)					
Fun					
Happiness					
Health					
Honesty					

Value (con't)	1	2	3	4	5
Human dignity (respect for all mankind)					
Inner peace, serenity (feeling calm inside)					
Independence (deciding for yourself)					
Justice (fairness)					
Love					
Material things (things that money can buy)					
Money, financial security					
Openmindedness (open to new ideas)					
Organization (orderliness)					
People					
Personal growth, maturity (improvement as a person)					
Power, influence (having control over others)					
Religion					
Recognition (having others consider you important)					
Responsibility (being dependable)					
Security (being safe and not in danger)					
Sharing					
Status (being important and successful)					
Thrift (not being wasteful)					
Tradition (belief in the opinions, customs, stories, etc., of the past)					
Truth, wisdom					
Work					

Look at this list. Which values are most important to you? Which are least important? What kind of person are you?

Lesson 26: Clarifying My Values

"I Learned" Statements

I learned that I ____

____

I relearned that I ____

____

I became aware that I ____

____

I was surprised that I ____

____

I was pleased that I ____

____

I was disappointed that I _____________________________________

____

I see that I need to ____

____

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"Values Clarification - A Tool for Counselors"

By Sidney B. Simon

(Sidney B. Simon is Professor of Humanistic Education in the School of Education at the University of Massachusetts - Amherst.)

Even guidance counselors get headaches and retreat to bed when indecision surrounds them. Oh, to be able to choose, to know what we want, and to act on the decisions we make; these are life's chores for all of us.

There are the giant decisions, like whether or not to take off the two years and get that degree. Or to go into hock for a summer and make the pilgrimage to Bethel and the National Training Laboratory. Or maybe to go into psychic debt and attend a nude touchy-feely group.

It is a matter of values, and guidance counselors would do well to learn something about the processes of values clarification not only for helping others but also for getting their own heads together.

For several years my colleagues and I have been training people in values clarification, and we have worked out a fairly comprehensive theory and rationale for the work (Raths, Harmin & Simon, 1966). As the theory of values clarification began to receive wide acceptance, we turned our energies toward devising numerous strategies, techniques, and exercises for helping people of all ages to clarify their values. This article describes six different experiences based on values clarification theory. The strategies are taken from Simon, Howe, and Kirschenbaum (1972).

I hope you will first experience these exercises by doing them yourself. I think you will find out some interesting and exciting things about the values you hold - or don't hold. Then, as you work with others, you can adapt the strategies and make them fit your specific job situations. These strategies are also very useful in the teacher training role I enjoy seeing counselors take in some schools. Classroom teachers are very grateful for receiving additions to their repertoire of relevant things to do with students.

Strategy #1: Either-Or Forced Choice

Purpose. This exercise asks students to make a choice between two interesting alternatives. In making their choices, students have to examine their feelings, their self concepts, and, of course, their values.

Procedure. The teacher asks students to move the desks so that there is a wide path from one side of the room to the other. Then the teacher asks an either-or question, such as "Which do you identify with more, New York City or Colorado?" Posting one of the words on each side of the room, the teacher asks those who favor New York City to go to one side and the Colorado choosers to go to the other. Each student then finds a partner on the side he or she has chosen, and the two of them discuss the reasons for their choice, what there is in their lives that made them pick what they did. About two minutes is just about the right time for exploring, and then everyone returns to the center of the room for another either-or choice. This time the choice might be: "Are you more of a loner or a grouper?"

Five or six pairs of either-or choices work out about right, and the students are encouraged to pick a new partner each time. Here are some other useful either-or's: "Are you more political or apolitical?" "Are you more like a motorcycle or a tandem bicycle?" "Are you more like a gourmet meal or a McDonald's hamburger?"

This seemingly silly little exercise tends to involve groups of people rather quickly in beginning to look at their values, their choices, and some of the reasons why they came to believe what they do.

Strategy #2: Spread of Opinion

Purpose. The either-or forced choice opens up the idea that rarely can we easily be squeezed into tight right or left positions. We are all more complex than that. Particularly where highly charged emotional values choices are in the offering, we would do well to teach students how to look at an issue on a spread-of-opinion basis.

Procedure. Groups of five or six people are formed. Each group chooses or is assigned a controversial issue. Some possibilities are: population control, premarital sex, legalization of marijuana, what to do about welfare, legalization of abortion, and open marriage. Each group then identifies five or six legitimate positions on their issue. Each student takes one of these positions (running to delightful extremes at either end) and writes a paragraph defending it. The paragraphs are dittoed up and given to the other members of the class, who, in turn, supply the other students with ditto sheets on the spreads of opinion from the topics they have been working on.

They all circle the position on each topic to which they can give their allegiance, and they are then asked to rewrite it so that it states as clearly as possible exactly what they believe on that topic. In the process they will have considered the other alternatives, and the choice they make will be closer to a real value.

An interesting variation is to have each group write their spreads of opinion of a large sheet of newsprint and then have the class members wander around the room and read the various opinions. Then all members of the class may be given a chance to state orally their own positions on any of the issues.

Guidance counselors often run into a student who they sense is thinking very narrowly and unimaginatively about an issue that has come up. The spread of opinion opens horizons and people.

Strategy #3: Alternative Search

Purpose. Choosing from among alternatives is a recurring theme in values clarification. In fact, we go so far as to say that nothing can be a value unless it has been consciously chosen from a fairly extensive number of alternatives. This activity is designed to provide students with practice in searching for alternatives. It also teaches the process of brainstorming, which is such a useful tool for all people, especially values clarifiers.

Procedure. Students are asked to form groups of four or five people. They are instructed to act as a team in developing a list of alternative solutions to a problem given by the teacher, working by combining their creative energies and piggybacking on each other's ideas. There is a tight time limit. which adds to the excitement of the game. Three to five minutes is about right, although a lively topic could run longer.

One group is asked to read their list, and then other groups add ones that they have thought up but that the first group did not, and so on, until the longest possible and most incredibly creative list has been generated. Students are then asked to pick three alternatives that really suit them the most and, finally, to rank order those three. Here are some topics that are quite delightful to work with: (a) ways to send love long distance, (b) ways to save time in everyday living, (c) where to go on a cheap date, (d) things to do to improve race relations in the school, (e) how to celebrate the new season of the year.

Students really need to see the power of a group searching for imaginative alternatives. A careful following of brainstorming rules often generates some marvelous ideas. I wish more faculties would try this strategy; the place to begin might be with the guidance staff.

Strategy #4: Twenty Things You Love To Do

Purpose. In a world where the put-down, or the killer statement, is as prevalent as is a commercial on TV, we need to find ways for more of our students to seek and find self-validation. It may well be one of the best antidotes we have to the often hostile and aggressive world our students live in.

One of the most self-validating things we have ever discovered is this strategy, which gets students to look at the things they love to do in life.

Procedure. Ask students to get out a sheet of paper and number from 1 to 20 down the center of the page. Then, as fast as they can, in no particular order, and without the usual caution (this is not to be handed in, and no one else will see it), they are to list any 20 things in this beautiful life that they love to do.

Remind them of that brilliant line from Aunti Mame, "Life is a banquet, and most sons of bitches are starving to death." As they start making their lists, they may giggle and yuk up a bit, but ride with it. They know that this list is serious business. In fact, it is really their life, since what they love to do may describe better than most things just where they are in their efforts to make some sense out of the buzzing confusion and chaos of this thing called existence.

As the students are listing their 20 loves, it sometimes helps to suggest that they think about the four seasons and what they like to do as each one rolls around (unless you don't live in New England and don't get four seasons). It's also useful for them to think of special people in their lives and get down on the list what they love to do with those special people.

After the students have listed 20 - and give them plenty of time - show them the following way of coding their list of 20 loves.

1. Place a $ sign next to any item that costs more than $3 each time it is done.
2. Place a P by each item that, for you, is more fun to do with people and an A next to the ones you prefer doing alone. (Stress that there is nothing inherently good in doing things with people or doing them alone. The point is that we each need to know what we truly love and in what way we love it.) You can use the code letter S to stand for some special person with whom you prefer to do that item.
3. Place the letters PL by any item that requires planning before you can do it; that is, it requires a phone call, a letter, an appointment, the obtaining of tickets, and so on.
4. Place the coding N5 next to those items that would not have been listed five years ago.
5. Place the letter R next to all the items that have an element of risk to them, either a physical risk or an emotional risk.

(Again, stress that what might not be risky for some might be risky for others. There is no right or wrong answer to what you as an individual consider risky in your life.)

6. Place asterisks in front of the five items you love to do the very most. (Think of someone you love. Would that person have placed those five so high on her or his list?)

7. Finally, record by each item the date you did it last.

Something very profound happens to people who make a list of 20 things they love to do and then repeat it three or four months later. Merely inventorying those things in their lives in this way seems to bring about very productive changes in people. Perhaps it is what happens with any experience in which we take time to take stock of our lives. In any case, I urge you who are reading this article to take the time to make your own list of 20 things you love to do and code it in some way so that you will learn more about your own life.

Strategy #5: "I Learned" Statements

Purpose. This strategy brings important closure to a values clarification experience. It ties it up, crystallizes new learnings, and generally gives some thrust to the new learnings ahead.

Procedure. The teacher prepares a chart consisting of certain sentence stems. The chart may be posted permanently in the room, or a ditto may be made of it for students to keep in their values journals. The sentence stems are:

I learned that I.....
I relearned that I.....
I became aware that I.....
I was surprised that I.....
I was pleased that I.....
I was disappointed that I.....
I see that I need to.....

The students are asked to think silently for a few minutes and piece together some completions of these sentence stems. It is pointed out that each "I Learned" statement has the pronoun "I" in it twice. These statements are not about other people or about factual information from books; they are about our own lives and what we have learned about our own reactions to life. I am convinced that there is no better way to process a great deal of our own living than to make "I learned" statements. It would be extremely useful after a counseling session for both the counselor and the client to make them. And we might learn multitudes if we did them after faculty meetings, after cocktail parties, or after some conflict with our own children.

Strategy #6: Opposite Quadrangles

This is a relatively new strategy that could be very useful to a counselor in a one-to-one counseling session and is equally helpful in a group situation. Again, I urge the counselor to try it out on himself first.

Purpose. As part of the ongoing work of values clarification to help students find out what they deeply prize and cherish, this exercise combines two areas and uses the contrasting elements of each to lead to some discoveries.

Procedure. Ask students to divide a sheet of paper into four sections. Ask them to list in the first section 10 people they really, really like to spend time with (give enough time for this). Ask them to list in the block to the right of that data 10 places they truly enjoy going to. The places can be big, such as cities, or little, such as special rooms in their home. This list becomes their favorite places inventory.

Ask them to list in the lower left-hand section five or more people with whom they don't like to spend time. Students may be a bit uncomfortable about this listing, but encourage them to do it as honestly as they can and get as many names on it as they can. Stress that these are people they actually do spend time with but with whom they would prefer not to. In the lower right-hand section they should list five or more places they avoid going to, places that are not the most pleasant places in the world for them.

When they are all done, they have before them some interesting data on opposites: people they like to be with and people they don't like to be with; places that are fun to go to and places that are not so great.

Below are some clarifying questions that help examine the data, questions to which there are no "right" answers. One of the powerful ideas behind values clarification is that it tries very hard (not always successfully) to avoid moralizing or backing a student into a corner and expecting him to come up with an "acceptable" answer. It is truly a process in inquiry, of search, and its beauty is in the art form of questions that help people make sense out of the bewildering array of alternatives confronting them.

Perhaps it would be wise to state the three basic elements behind any values clarification strategy. First, we elicit some value-laden data for examination. We frequently use the phrase "We are going to inventory some things from the warehouse of your lives and experiences." Second, we accept the students' values statements in as nonjudgemental a way as possible. Third, we push the clarification a notch by looking at the data with some of the tools of values clarification. The following values clarification questions, which make use of the data elicited from the four opposite quadrangles, are in the repertoire of tools.

1. What would it be like if you took the 10 people you like best to the place you like least?

2. Would it make those places any better? Would those places ruin the people you like? Just what would happen?

3. What changes would you have to make in the places you don't like in order to make them enjoyable for you?

4. When was the last time you took the people you like (any of them) to the places you like? Are there any plans you would like to make to do just that?

5. What could be done for the people in the lower left-hand quadrangle to raise them into the "good guys" list? Or are they truly hopeless? Comment on this.

6. Can you make some "I learned" statements from doing this opposite quadrangles exercise?

Summary:

These six strategies grew out of our work in values clarification. I think they are very useful to counselors and teachers, and you may be wondering why I believe so strongly in their use.

It is easy to be shocked by the statistic that 50,000 people die each year in automobile accidents in the United States, and death is not to be treated casually, but I am more shocked by the statistic that most people live at about a mere 15 percent of their potential.

On the other hand, I get a rush of genuine pleasure when I think of how people who know who they are live their lives. There is real joy in watching people who know how to cry and how to laugh and who see in the wonder of existence room for themselves to grow. At the center of such growing is a deep commitment to working on a set of values by which to live. Such people in search send out a radiance that is full of spirit stretching, alternative increasing, and zest making. The processes of values clarification help to enhance the delight that comes from being truly alive. Guidance counselors who learn more about values clarification would have a valuable tool to add to their repertoire of helping, healing, and caring.

References:

Raths, L.; Harmin, M; & Simon, S. Values and teaching. Columbus, Ohio: Charles E. Merrill, 1966.

Simon, S; Howe, L; & Kirschenbaum, H. Values clarification: A practical handbook of strategies for teachers and students. New York: Hart, 1972.

Verbal Exercises Within Groups:

Below are listed a number of experiences that can be structured into group meetings for various purposes. The facilitator may use them as openers when meetings of the group are infrequent or may suggest one or more of them as interventions during a meeting.

1. Pocketbook Probe: To study trust phenomena, the group is divided into three parts, as follows: (a) those willing to have their pocketbook, wallet, purse, or checkbook examined by others; (b) those unwilling to have their pocketbook examined but willing to examine others'; and (c) those unwilling to do either. Members of subgroup B examine the pocketbooks of members of subgroup A, with subgroup C observing. Talking is allowed and encouraged. As soon as the examination period is over (allow about 10 minutes), the group reassembles, observers report, and all members discuss the experience.

2. Room Design Fantasy: Participants are asked to close their eyes and take about three to five minutes silently designing a room for themselves. They are encouraged to try to remember as much detail as possible. Members share their designs with the group and discuss their selections. This self-disclosure exercise is useful in the early life of a group.

3. Opposite Behavior: Participants are asked to try to experience the reverse of their feelings and to express themselves verbally and nonverbally.

4. Role Trading: Two group members are asked to trade roles and try to "be" each other for a few mintues during the group meeting in order to attempt to enhance empathy for each other.

5. Nonsense Syllables: A participant is asked to try to convey his or her feelings to another by using nonthreatening nonsense syllables such as foo, zak, ook, lib, paa, etc.

6. Opening the Gunnysack: When participants seem to be "sitting on" significant reactions to each other (gunnysacking), the facilitator asks them to write down what they cannot say to each of the others. The facilitator collects the papers and reads them aloud anonymously.

7. Pair Descriptions: Group members are asked to pair off and independently jot down free association descriptions of themselves and their partners. They share these with each other to check perceptions and to develop some commitment to each other.

8. Stupid Statements: As an icebreaker early in a group's life, participants are asked to stand in a circle and take turns saying or doing something stupid or nonsensical.

These exercises adapted by permission from, A Handbook of Structured Experiences for Human Relations Training, Vol. 2, edited by J. E. Jones. Iowa City: University Associates, 1970.

SCHOOL

Lesson 27: Appropriate Rules of Conduct

Time: 3 hours

Developmental task #9; School track; Skill cluster - Helpful and harmful group behaviors

Friction between teachers and students often occurs because of differing views of what is responsible behavior. Students, at times, seem to take the view that "rules are made to be broken" while teachers who are required to enforce school rules, see the rules as being necessary to maintain "good order and discipline" in the school. All too often neither group really assesses the validity of their respective positions. Students often question the standards of responsible behavior set by the school authorities (teachers) without looking for the necessity of the standards. Teachers, on the other hand, "wish" that students would become more responsible in their behavior, but all too often do not allow responsibility. Instead, they often react by making more rules. Neither side is more to blame than the other for this state of affairs. The school has certain tasks to achieve and in the interests of efficiency must take some short cuts. The students, in adolescence, are struggling to make the change from adult control (heteronomy) to self control (autonomy) and so resent the imposition of adult control in the form of school rules.

It is hypothesized in this lesson that if adolescents are to achieve socially responsible behavior they must be given the opportunity to take responsibility. It is further hypothesized that the school can play a significant part in the development of responsibility by having teachers and students negotiate the standards of behavior to be expected of acolescent students. Student involvement in the process of making rules would give them an interest in and a commitment to the standards set. While this process would be beneficial to the school and its students immediately, the adolescent developmental task of desiring and achieving socially responsible behavior would be served well by giving students the opportunity to participate in a democratic decision-making process.

The facilitator will have to use his judgement in deciding how to approach the school staff about participating in this lesson. A school with an authoritarian atmosphere probably requires this type of activity more than a school with a more democratic atmosphere, but the teachers in an authoritarian school will probably feel more threatened by this approach. It is probably advisable to approach the school principal first and explain the objectives and process to him. If he resists the idea strenuously the facilitator may have to forego use of this lesson. It can, however, be anticipated that most school staffs will welcome the chance to discuss with their students in a structured situation, matters of pertinence to them all.

Objective:

Students and teachers use helpful group behaviors in discussing their respective views regarding the rules of conduct for a school.

Resources Required:

A copy of We'll Need Some Rules for each participant
VTR equipment

Contents and Activities:

1. Advance Planning. At least two weeks ahead of time, the facilitator should make arrangements for this lesson. Participation of teachers and a time for the session will have to be arranged. If teachers are unable to participate during the school day, the lesson may have to be scheduled for an evening. Arrangements will have to be discussed with the principal, teachers and students.

In preparation for the session, shortly before it begins, the facilitator should ready the VTR equipment and outline the helpful and harmful group behaviors on the flip chart for use in the Objective Enquiry phase of the lesson. The list of helpful and harmful group behaviors should include all the behaviors listed in the addendum to this lesson. The list is extensive, but most people in the group will already be familiar with most points in it so it will serve mainly as a memory aid. The facilitator will have to be clear in explaining any of the behaviors so he should review them in his own mind before the lesson begins.

2. Introduction. As soon as the participants have assembled and teachers have been welcomed to the group, the facilitator should hand out a copy of We'll Need Some Rules to each person present. After time has been allowed for participants to read into the exercise, the facilitator should ensure that the first task is clear to everyone and begin timing the exercise. Since timing is not of crucial importance he should be somewhat flexible, but if the lesson is to be completed in three hours it will be necessary to stay fairly close to the times suggested.

When all participants have completed their individual 10 rules of conduct, the facilitator should ask them to work as a group in negotiating a master list of rules agreeable to everyone in the group.

While the group members are working on the second task, the facilitator should videotape parts of the discussion picking out examples of helpful and harmful group behaviors.

Once again, the facilitator should be somewhat flexible in timing, but should stay fairly close to the 30 minute time allotment.

3. Discussion. The facilitator should ask whoever acted as recorder for the group to report on the results. He might use questions such as the following:

"Were you able to come up with a set of rules acceptable to everyone in the group?"

"Is anyone dissatisfied with the rules arrived at?"

"Does anyone feel that he or she did not have enough say in the decisions?"

"Did you have any difficulty in working together as equals on this task?"

"Was there a tendency for the students in the group to defer to the opinion of the teachers in the group?"

"Did any of the teachers feel obligated to lead the group?"

"What conflicts, if any, arose while you were working on the task?"

"What things did people do that were helpful to the group?"

"Were any harmful behaviors displayed?"

During the discussion of the group process, the facilitator should play back the videotape. He might ask people to comment on specific helpful and harmful group behaviors or he might choose to make the comments himself. Whichever approach he chooses to use he should positively reinforce helpful behaviors and merely note harmful behaviors. In noting harmful behaviors he might use neutral comments like: "That didn't help much." "That blocked progress for a little while." "That would be okay if you had more time." "That may have helped if others had paid more attention to it."

4. Objective Enquiry. The facilitator should introduce his review of the helpful and harmful group behaviors by telling the members of the group that, before they go on to another group discussion it might be valuable to review some of the behaviors that enhance or detract from the effectiveness of the progress of a group working on a task.

The facilitator should reveal his lists of helpful and harmful group behaviors one page at a time. He should ask participants to note the behaviors and ask for clarification of any behaviors that they are not sure of. Certain terms should perhaps be explained, such as "task behaviors" and "maintenance behaviors". It should be made clear that it is the responsibility of participants to ask for clarification of any behaviors listed that are confusing or unclear.

After each flip chart sheet is read and discussed by the participants, it should be posted in a prominent place in the classroom and the entire list should be left open to view to serve as a memory aid during the next phase of the lesson.

It is important that participants use some of the helpful group behaviors; it is not important that they be able to list them from memory.

5. Skill Application. The facilitator should present the objective: Students and teachers use helpful group behaviors in discussing their respective views regarding the rules of conduct for a school.

If elaboration of the objective is necessary the facilitator might mention that rules of conduct can be formal and informal. Formal rules would include rules such as attendance rules, coming to school on time, bringing notes from parents to explain absences, and so forth. Informal rules might be rules against smoking that are not fully enforced so that unofficially, students might be allowed to smoke behind the school or elsewhere. They may have unspoken rules about holding hands with a girlfriend or boyfriend, or rules that apply in one teacher's classroom, but not in another's.

The facilitator should explain the vignette or fishbowl group variation.

Students are asked to take the inner circle first. Teachers are asked to form the outer ring and to observe and listen. The facilitator should join the students in the inner ring and get the student discussion started by asking, "What do you think about the rules of this school?" At appropriate points in the discussion he should attempt to draw out students on the following points: The rules they least like; the rules that they see as being most necessary; whether they ever deliberately break rules and why; how they feel about the punishment handed out for breaking of rules; whether they could help in setting the rules of conduct in the school.

The facilitator should let the discussion continue for about 15 or 20 minutes, then he should ask the teachers to form the inner ring of the vignette. The facilitator should once again join the inner ring and initiate discussion by asking the teachers, "What do you think about the rules of this school?" Again, at appropriate points during the discussion, he should attempt to draw out teachers on the following points: The rules teachers least like; the rules that they see as being most necessary; how they feel about meting out pinishment for infringement of rules; how they would feel about having students participating in setting rules of conduct for the school; rules, if any, that a school is legally bound to impose. The discussion with teachers should be allowed to continue for 15 or 20 minutes.

Before having students and teachers move into the full group again to react to each others' discussions, the facilitator might choose to direct participants' attention to the helpful group behaviors.

The facilitator should initiate a full-group discussion by asking participants to react to each other's views and statements. He might begin by asking teachers and students to pick out points of similarity in their views about rules of conduct. He might then ask people to seek reasons for points of difference.

When participants have had an opportunity to express feelings and reactions, the facilitator should give them the following task assignment:

"You are all aware of a need for some rules in running an organization such as a school, but you are also aware that rules should be fair to everyone concerned; to those who have to adhere to them and to those who have to enforce them. Imagine the following situation that you might find yourself in: The students here are the negotiating team for a powerful new students' union that has the support of all the students in northern schools. The teachers here are the representatives of the teachers' association which represents all northern teachers. You are meeting to negotiate a basic set of rules of conduct that can be applied to students and teachers in any school in the North. Remember, the rules are for teachers as well as students, and once the rules are set everyone will be required to adhere to them and will be responsible for enforcing them. See how many rules you can agree upon in half an hour.

The facilitator should ensure that the scenario is clear to participants and then should videotape the discussion.

6. Evaluation. When the half hour has expired, the facilitator should have the group summarize the rules agreed upon. Participants

should be asked to express their feelings about the rules arrived at, the things that helped or hindered progress towards setting rules of conduct, how they felt about working together as role-play representatives of powerful organizations, whether they felt threatened by the exercise, whether it was of any benefit to students and teachers in increasing understanding of their relative views about school rules.

The facilitator should play back as much of the videotape as time will allow. He should, if time is limited, point out helpful and harmful group behaviors himself, or if time allows, he may ask group members to point out examples.

Participants should be asked to evaluate the lesson. Did it serve a useful purpose? Did participants learn and use new skills? Did they enjoy the experience? Could a similar process be used in a real situation such as in this school?

Lesson 27: Appropriate Rules of Conduct

We'll Need Some Rules

The people in your group are flying to Hawaii when your plane crash lands on a deserted, but beautiful South Sea island. The climate is perfect and there is plentiful food available from the supply on the plane and from the plants growing on the island. No one is injured in the crash and it soon becomes obvious that physical survival will not be a problem. You know that you won't be rescued for six months because the severe fuel shortage in North America has grounded all airplane flights for six months. You will have to live together in isolation from the rest of the world for half a year. Someone in your group says, "We'll need some rules to guide our behavior while we're here."

Your task: 1. Each of you individually is to take 10 minutes to prepare a set of 10 rules of conduct that you feel would be appropriate to the situation.

2. After each of you has prepared your individual 10 rules, as a group you are to negotiate a set of 10 rules that everyone will follow during your stay on the island. You want to be democratic so each of you must agree with each rule. You have 30 minutes as a group.

Lesson 27: Appropriate Rules of Conduct

Helpful and Harmful Group Behaviors

A. Helpful task behaviors

1. initiating activity
2. seeking information
3. seeking opinion
4. giving information
5. giving opinion
6. clarifying
7. co-ordinating
8. summarizing

B. Helpful maintenance behaviors

1. encouraging
2. gatekeeping
3. standard-setting
4. following
5. expressing group feelings

C. Combined task and maintenance behaviors

1. evaluating
2. diagnosing
3. testing for consensus
4. mediating - harmonizing
5. relieving tension

D. Harmful behaviors

1. being aggressive
2. blocking progress
3. competing
4. seeking sympathy
5. pleading of special concerns
6. horsing around
7. seeking recognition
8. withdrawing
9. assuming that a problem is clear
10. assuming that a problem is not important
11. siphoning off

SELF

Lesson 28: The Things I Can Change

Time: 3 hours

All developmental tasks; Self track; Skill clusters - Choosing a solution & applying a solution

A realistically positive self-concept is essential to becoming a well-balanced, self-determined adult. If a person feels good about himself he is also more likely to have a positive view of others. Situationally, most of us will recognize that this is true. When we are feeling "okay" about ourselves, when we are "up", the world and the people in it seem brighter, but when we are feeling "not okay", when we are "down", things look darker and often threatening. We all have our good and bad days, but to the person with a negative self-concept the "bad" days are more frequent, and the world can be a threatening place.

We develop our self-concept through interaction with our environment. If the interaction is satisfying and successful, if we get positive feedback from people in our life space, we develop a positive self-concept. But, if the interaction is not satisfying, and if we consistently experience failure, if the feedback we get is too often negative, our self-concept develops in a negative way.

Most adolescents, in undergoing the trying experiences of development from childhood to adulthood, experience some rather severe down-turns in their self-concepts. They are sometimes ineffective in their interactions with their environment. As their coordination becomes poor due to rapid physiological maturation, many physical tasks can become difficult. As they struggle with the new relationships they must form, they often become socially inept. As they struggle for emotional independence they sometimes alienate adults, and as they struggle to achieve autonomous moral behavior they may incurr the wrath of the adults who were previously in control. Much of the feedback they get is negative. Their real haven is the peer group, partially at least because it is in the peer group that they get positive support.

One of the main hopes of Life Skills for Northern Adolescents is that it may provide students with an opportunity to develop a positive self-concept. Though they may find in the course of activities that they do lack skills, that their behaviors are sometimes inappropriate, they discover this largely for themselves and most important, they are given an opportunity to do something about it. They use the resources of the group, the materials and people, as testing grounds for exploration of self and environment, and as an arena in which they can sort out points of conflict and learn how they, individually and in their own style, can cope effectively with their environment.

While this is, by and large, an ongoing process, in this lesson students take a direct look at their self-concepts. They assess the gap between the way they see themselves "now" and the way they might like to be -- the "ideal" self. Hopefully, for most of them, the gap will not be too great, and their self-concepts will be realistically positive. They will also analyze the gap between the perceived self and the ideal self, and decide what they can do for themselves towards closing it. This process should help students in becoming more realistic in their self-concepts by increasing their knowledge of self and by equipping them with skills that can be used in developing and implementing a plan for self-improvement according to their individual perceptions of the need to do so.

Objective:

Each student uses force field analysis in setting a self-improvement goal and in making a plan for achievement of the goal.

Resources Required:

Large sheets of drawing paper (flip chart size)

Crayons or coloring pencils for each student

Copies of Force Field Analysis forms #1, #2, #3, and #4 for each student.

Copies of Organizing For Opportunity for each student

Contents and Activities:

1. Advance Preparation. The facilitator will have to draw two self-portraits in advance of the lesson. The first should be a self-portrait using symbolism to show himself, his interests, habits, aptitudes and talents, physical attributes, attitudes, ambitions, abilities and so forth, as he perceives himself now. The quality of artistic merit is not important, in fact, it should be downgraded in order to encourage people who do not draw well to reveal themselves the same as those who have artistic talent. The second self-portrait should use symbolism to show the facilitator's conception of his ideal self, the perfect self he would like to be. The facilitator should risk revealing negative traits he perceives in himself in his first portrait since negative aspects of self enter into one's self-concept as much as do positive ones. Excluding these from his ideal self-portrait will indicate a desire to rid oneself of negative characteristics.

The facilitator should be as honest and open as possible in his self-portraits since he will serve as the students' model in their attempts at the self-portrait exercise.

The force field analysis diagrams should be drawn, on flip chart sheets, ahead of time.

2. Introduction. The facilitator should post his first self-portrait and explain to the students what it means. He should show how he used symbolism and he should stress that it shows both things that he likes in himself and things that he dislikes in himself. In other words, it represents how he sees himself and how he feels about himself. He should point out that ability to draw well is unimportant since it is the message about self that counts.

Before students begin work on their own self-portraits, they may wish to brainstorm some of the attributes that make up a human being that might be considered for inclusion in a self-portrait.

The facilitator should hand out pieces of drawing paper and crayons or colored pencils, and ask students to individually draw their own self-portraits to reveal how they see themselves now. About 15 minutes should be allowed for this task.

When students have completed their first portrait, they should be asked to draw another portrait, this one showing their ideal self, the way they would like to be if they could change. About 15 minutes should be allowed for the drawing of this second portrait.

3. Discussion. When students have completed both portraits, the facilitator should disclose his portrait of his ideal self. He should explain to the students the differences between his now portrait and his ideal self-portrait. Students should be encouraged to challenge his interpretations and his self-concept, but with the understanding that the facilitator's interpretation must be accepted if he insists, because the portraits are, after all, his own view of self.

Any students who wish to interpret their own portraits should be encouraged to do so, but no one should be coerced into this self-disclosure. Students may challenge each other's interpretations and view of self, but again, the word of the person who is revealing his self-portraits is final.

4. Objective Enquiry/Skill Practice. The facilitator should introduce and explain the lesson objective: Each student uses force field analysis in setting a self-improvement goal and in making a plan for achievement of the goal.

The facilitator should hand out copies of Force Field Analysis #1 and ask students to analyse their two portraits looking for differences between their "now" self and their "ideal" self. The differences that can be changed should be listed in the left hand column of the form and things that cannot be changed go in the right hand column. He might choose to analyze his own self-portraits to demonstrate to students how this exercise is to be done. If students are not certain about the changeability of certain traits these could be discussed in order to help students decide.

Force Field Analysis #2 requires that students list those things that were listed as changeable on *Force Field Analysis #1*, in the left hand column. *Students then individually decide upon the direction in which each of the traits could be changed to bring them closer to the ideal the student envisages*. For example, a student may have noted that he is sloppy in his appearance and would like to be neat. Obviously, sloppy appearance is a thing that can be changed. The student may decide that the "Ways I Can Change Them" is "to become neater in appearance by spending more time in dealing with my cleanliness, grooming, and dress by getting up earlier in the morning so that I have time for this." These goals should *specify behaviors* that will help in reaching them. Finally, each student should select *one* thing that he or she wishes to change and is prepared to actually work toward changing.

Once again, the facilitator should demonstrate the process by using the example *Force Field Analysis #2* on the flip chart in working through his own situation before the students do theirs. He should point out that students will have to be honest in deciding *why* the gap between the "now" self and the "ideal" self exists.

When students have each selected a realistic self-improvement goal, they are given copies of *Force Field Analysis #3*. The facilitator should demonstrate the use of this form by using the flip chart diagram to state his own self-improvement goal and to list the forces that will help him in reaching his goal and those that will work against him reaching his goal. To continue with the example used previously, the goal statement would read, "My self-improvement goal is to become neater in appearance by spending more time in dealing with my cleanliness, grooming and dress, by getting up earlier in the morning so that I have time for this."

An analysis of forces *for* reaching his goal might lead to a listing of factors such as: I have an alarm clock that I can set for half an hour earlier in the morning. My landlady would be willing to get me up earlier in the morning. I can go to bed earlier so that I can get up earlier. I can get up when my alarm clock rings instead of sleeping for an extra fifteen minutes. I can get busy as soon as I get up instead of dragging around for twenty minutes.

Forces against reaching his goal might be: I love to sleep-in in the morning. I'm a poor starter in the morning and this is a strong habit. I like to watch the late movie on T.V. I'd have to wait for others to wash up if I got up earlier. I'll probably turn off my alarm clock and sleep for an extra fifteen or twenty minutes.

When students have completed their analysis of forces for and against reaching their goals, they should be given copies of Force Field Analysis #4. The facilitator should demonstrate its use by analyzing the forces identified on his form #3 and by listing those that are changeable on form #4. Using the previous example, changeable forces might be: I have an alarm clock that I can set for half an hour earlier in the morning. My landlady would be willing to get me up half an hour earlier in the morning. I can go to bed earlier so that I can get up earlier. I can get up when my alarm clock rings instead of sleeping for an extra fifteen minutes. I can get busy as soon as I get up instead of dragging around for twenty minutes. I like to watch the late movie on T.V. I'll probably turn off my alarm clock and sleep for an extra fifteen or twenty mintues.

Forces that probably can't be changed are: I love to sleep-in in the morning. I'm a poor starter in the morning and this is a strong habit. I'd have to wait for others to wash up if I got up earlier. These might be changeable, but changes are likely to occur, in the case of the first two, as habits are displaced by new behaviors.

Specific plans should be made in the right hand column of Force Field Analysis #4. For example, one might resolve to set his or her alarm clock for 7 o'clock rather than 7:30. Or a resolve might be made to go to bed immediately after the evening news rather than after the late movie, and so on.

Students should be encouraged to make the "Ways I Can Change Them" practical. This may involve a discussion of successive approximation, such as backing up the alarm clock five minutes each day until the person is getting up half an hour earlier at the end of the week.

5. Skill Application. Students should be given copies of Organizing for Opportunity to use as a guide in drawing up a detailed plan. They have had previous experience in using the form so little explanation should be necessary.

The facilitator should join the students in making a self-improvement plan since he will have to be able to join students at a later time in evaluating the results.

Students should be encouraged to put their plans into effect and a time should be set for evaluation of the results.

6. Evaluation. The facilitator should review the activities of the lesson. He might ask students to respond to some of the following questions:

"Is there a big gap between the way you see yourself now and the way you might like to be?"

"What is the term used to describe the way a person sees or feels about himself?"

"What do you think are the meanings of the terms 'negative self-concept', and 'realistic self-concept'?"

"How would you class your own self-concept? Negative or realistic?"

"What do you think causes a person to develop a negative self-concept?"

"Can you do anything about changing your own self-concept?"

The facilitator should make a mental note of any cases where a student's self-concept seems to be unrealistic.

7. Planning. The facilitator and students should plan a time when they can evaluate the results of their self-improvement plans. Students should retain their Organizing for Opportunity forms, but should be cautioned to make sure that they keep them for use in the evaluation session.

In the future evaluation session, the results of application of plans should be evaluated to determine whether or not students' predictions were accurate. If they were, students may wish to draw up other plans for other apsects of self which they wish to improve. If plans were not successful, reasons for the failure should be identified and the plans should be changed and re-implemented.

Lesson 28: The Things I Can Change

Force Field Analysis #1

Things About Myself I Can Change	Things About Myself I Cannot Change

Lesson 28: The Things I Can Change

Force Field Analysis #2

Things About Myself I Can Change	Ways I Can Change Them

Circle one thing that you want to change and feel that you can change. That is your goal.

Lesson 28: The Things I Can Change

My self-improvement goal is ____

____

Force Field Analysis #3

Forces for me reaching my goal	Forces against me reaching my goal

Lesson 28: The Things I Can Change

Force Field Analysis #4

Forces I Can Change	Ways I Can Change Them

Lesson 28: The Things I Can Change

Organizing for Opportunity

Plan Requirement	My Plan
1. Objective. Answers the question, "What do I need to do?"	
2. Timing. Answers the question, "How much time do I need?"	
3. Resources needed. Answers the question, "What things do I need to meet my objective?"	
4. Help needed. Answers the question, "To whom must I talk about this matter?"	
5. Sequences. Answers the question, "In what order should I do things?"	
6. Prediction. Answers the question, "What do I expect ot happen as a result of this plan?"	
7. Evaluation. Answers the question, "Did things turn out as I planned?"	

SCHOOL

Lesson 29: The Right To Choose

Time: 3 hours

Developmental tasks #1, #4, #6, #9; School track; Skill cluster - Balanced self-determination

To categorize all human behavior into 5 neat categories of determinism is probably inappropriate. Situational and generalized other-determined and selfish-determined, and balanced self-determined, are only labels used for identification purposes. Human motives and behaviors are much too complex for definitive categorization, and yet, these labels can be useful primarily as standards by which to increase understanding of one's own and others' behavior. They are points of reference by which to judge how we are behaving in relationships with other people. Are we taking advantage of others? Are they taking advantage of us? Or, are we engaged in a mutually satisfactory relationship?

Adults all too often view adolescents as selfish-determined individuals who always want things their own way. On the other hand, adolescents all too often view adults as selfish-determined individuals who want things their own way and who want to maintain control. There are probably elements of truth and misunderstanding in both views. Adolescents often do behave selfishly as they strive for autonomy. Perhaps they misinterpret freedom to mean license. And adults perhaps misinterpret guidance to mean control.

In this lesson, the concept of balanced self-determinism is expanded. Students in role-play situations practise simple acts of balanced self-determination as it applies to school and perhaps occupational decision-making situations. Behaving in a balanced self-determined way is the key process in this lesson so the situations used are not of paramount importance. The students use video feedback to analyse their own performance in role-play situations, some of which may be preplanned by the facilitator, and some of which the students plan themselves.

Objective:

Students, in role-play situations, use balanced self-determined behaviors.

Resources Required:

VTR equipment

10 situation cards for Introduction

Contents and Activities:

1. Advance Preparation. The facilitator should prepare wall charts of the three categories of determinism using the addendum to this lesson as his outline. He should also be prepared to distinguish clearly between generalized and situational behaviors.

Situation cards should be prepared for use in the role-play exercises in the Application phase of the lesson. The situations described on the cards should meet the following criteria:

a. They should be pertinent to adolescents.

b. They should be realistic decision-making situations in which there is a choice of behaviors.

c. They should be appropriate to the community they will be used in.

d. They might be based on actual situations the facilitator is familiar with.

e. The facilitator should keep in mind that this lesson addresses the developmental task of selecting and preparing for an occupation so some of the situations should deal with vocational choice and others with the idea of staying in or dropping out of school.

2. Introduction. The facilitator should write the title of the les-

son, *The Right to Choose* on the flip chart and have students brainstorm what they think it means. The brainstorm could be expanded by having students point out *what* they feel they have a "right to choose" for themselves. The facilitator should, at some stage before the exercise begins to run down, ask students to identify their "right to choose" in the areas of *staying in school or dropping out* and *vocational choice*.

3. *Discussion*. The facilitator should ask each student to pick out one "right to choose" identified in the brainstorming exercise and think of who else might be affected by the student's choice. The students should be asked to think in terms of making the choice. For example, a student might say, "If I made the choice to drop out of school my choice would affect _____, _____, _____, _____, etc."

After students have discussed who would be affected by their choices, the facilitator should make the point that while we do have the right to choose things for ourselves, to behave as we choose to behave, most things we do affect other people in our life space. He might use the analogy that we are all part of a great machine and that a move in any part affects other parts.

Towards the end of the discussion phase, the facilitator should ask students to label the following types of behavior:

a. A person who acts without considering the effects on others.

b. A person who pays too much attention to others, without considering himself or herself, and acts according to the wishes of others.

c. A person who acts in his own best interest and who also considers the effects on others.

The facilitator might ask students the questions, "How much right do we have to choose for ourselves? What are the limits placed on our right to choose for ourselves?"

4. *Objective Enquiry/Skill Practice*. The facilitator should post the outline charts and use them to review the concepts of generalized and situational OD and SD behavior and the concept of BSD. *He should point out that BSD behavior is exercising one's right to choose for oneself while considering the effects on others. BSD is not license*

to do as one wishes, but is the right to make one's own choices of behavior, providing this behavior does not infringe upon the rights of others.

Using the 10 situation cards included in the Resource Kit the facilitator should read the situations to the students and have them discuss and answer the questions on them. He should be aware of the fact that the situations are incomplete and are open to varying interpretations. The probable answers on the back of the cards are reasonable, but not definitive.

5. Skill Application. Using one of the situation cards he prepared in advance, the facilitator should engage a volunteer in a role-play. He should select a situation in which he can demonstrate BSD behavior. He should have one of the students videotape the role play.

The videotape should be played back, and the facilitator should point out how he managed to be balanced self-determined in the situation.

Students should be asked to form pairs to carry out role plays of their own. They should be offered the option of using the facilitator's situation cards or of making up their own. Each student pair is to do two role plays so that each student has an opportunity to be BSD in one and either SD or OD in the other. It is important that students try out at least two roles in order to get a feeling for them. Students might choose to use role reversal in which the situation remains the same, but the students' roles are reversed. Students who choose to create their own situations should be made aware of the criteria outlined in the Advance Planning part of the lesson.

When students are ready with their role plays the facilitator should ask them to act them out while he videotapes as much of the action as possible. He should focus as much as possible on the student adopting the BSD role.

6. Evaluation. The facilitator should play back as much of the videotape as time allows. He should ask students to comment on how they felt in the different roles they played, and he should point out good examples of OD, SD, and BSD behavior.

A rather high risk question that the facilitator might use to complete the evaluation would be to ask each student, individually, to classify himself or herself as generalized other-determined, generalized selfish-determined or balanced self-determined. Other group members could be asked to comment on the individual's self-evaluation.

Lesson 29: The Right To Choose

OTHER-DETERMINED (OD)	BALANCED SELF-DETERMINED (BSD)	SELFISH-DETERMINED (SD)
Self	Self	Self
Self-denying	Self-enhancing	Self-enhancing at expense of other
Inhibited, passive	Expressive, active	Expressive, aggressive
Does not achieve desired goals	May achieve desired goals	Achieves desired goals by hurting others
Allows others to choose for him	Chooses for self	Chooses for others
Hurt, anxious	Feels good about self	Depreciates others

Other	Other	Other
Guilty or angry	Self-enhancing	Self-denying
Depreciates Self	Expressive	Hurt, defensive, humiliated
Achieves desired goals at Self's expense	May achieve desired goals	Does not achieve desired goals

Lesson 29: The Right to Choose

Situation #1

Henry is 18 years old and in grade IX. He is offered a job driving a truck at good wages. His father wants him to stay in school because he wants Henry to be a teacher. Henry's father offers him $1.00 per day to stay in school until he gets his grade XII and threatens the man who offered Henry the job.

Was Henry's father OD, BSD, or SD in this situation?

Lesson 29: The Right to Choose

Probable Answer #1

Henry's father was SD. After all, Henry is 18 years old and becoming a teacher is a distant goal for a person this age. Becoming a teacher was not necessarily Henry's ambition; it was his father's ambition for him.

Lesson 29: The Right to Choose

Situation #2

Elaine is 15 years old and during summer holidays her mother, who has to help her husband with his fishing operation, wants Elaine to care for her 5 young brothers and sisters. Her parents can't pay Elaine much for her work, but her mother promises to pay her whatever she can. Elaine is offered a job at the Co-op store and takes it.

Was Elaine OD, BSD or SD in this situation?

Lesson 29: The Right to Choose

Probable Answer #2

Elaine was SD. No doubt her parents support her while she is in school, and if fishing is their main livelihood Elaine benefits from it as much as other family members. Her parents really need her help, are willing to pay what they can, but Elaine ignores their needs and takes a rather selfish path.

Lesson 29: The Right to Choose

Situation #3

George is 18 years old and is taking his grade XI in a city away from home. His parents give him about $60. a month in spending money in an attempt to keep him in school. George takes the money, but attends school very rarely and fails all his semester exams. George's parents are called in by the guidance counsellor to discuss the situation. George's father says he won't give him any more money and that George is on his own from now on.

Was George OD, BSD, or SD? How about his father?

Lesson 29: The Right to Choose

Probable Answer #3

George was SD. The money was to support his education. He obviously used it for other purposes. If he had levelled with his parents, told them how he felt about school, andhad told his parents what he was doing, he may have been BSD.

George's father was BSD. George is after all, 18 years old and should not be taking advantage of his parent's generosity.

Lesson 29: The Right to Choose

Situation #4

Arlene is 16 years old and going to school away from home. She goes home for the Easter holidays and decides to take an extra two weeks holidays because her cousin is getting married and she would like to be home for the wedding. She misses a complete set of exams. The principal tells her that the next time she does that sort of thing she will be expelled. Arlene gets angry, tells off the principal and quits school.

Was Arlene OD, BSD, or SD? The principal?

Lesson 29: The Right to Choose

Probable Answer #4

Arlene's behavior is probably SD in that she gets angry and aggressive even though she is probably at fault. Looking at the other side of the coin, instead of explaining the situation and working with it, Arlene reacted defensively and so lost out on her chance to continue in school. This may be OD behavior.

If Arlene knew about the exams and the consequences of missing two weeks of school, and if the principal explained this to Arlene, he was probably BSD.

Lesson 29: The Right to Choose

Situation #5

Harold is 16 years old and in Grade X. He has a part time job adter school and on week ends at an airplane base. He wants to be an aircraft mechanic and knows that the has to have Grade XI to qualify for training. Because his part-time job doesn't leave him with much time to study he is failing his grade. His boss tells him to stay on the job, that he can make it full time, and tells Harold to quit school.

Is the boss OD, BSD, or SD? What should Harold do?

Lesson 29: The Right to Choose

Probable Answer #5

The boss is SD. He is probably not really thinking about Harold's future, but wants to use Harold for his own purposes now.

If Harold quits school he will be allowing someone else to decide his future for him. This would be OD behavior. Harold does have other alternatives. What are some of them?

Lesson 29: The Right to Choose

Situation #6

Eric is 15 years old and in grade IX. He likes school and wants to go to university. In March, Eric's older brother wants him to go on the trapline with him until the end of April because he wants company out in the bush. He tells Eric that going to school is for sissies and that he's doing okay even though he quit in grade VI. He gets mean with Eric so Eric quits school and goes with him.

Was Eric OD, BSD, or SD? His brother?

Lesson 29: The Right to Choose

Probable Answer #6

Eric was OD. He allowed his brother to bully him into doing something that he did not want to do.

Eric's brother was SD. He wanted company while in the bush and he used aggressive means to get his own way even though Eric probably suffered as a result.

Lesson 29: The Right to Choose

Situation #7

Joy wants to be a nurse. Her parents want her to be a doctor and tell her that they won't pay for her education unless she does as they wish. Joy tries to convince them that she really wants to be a nurse, not a doctor, but they don't really listen to her arguments.

Joy applies for scholarships and loans and tells her parents she's going to University on her own. Her parents get really angry.

Was Joy SD, BSD, or OD? Her parents?

Lesson 29: The Right to Choose

Probable Answer #7

Joy was BSD. She was going to decide the course of her own life and was willing to accept the responsibility, financially at least.

Her parents were SD. They were willing to let their ambitions for Joy get in the way of her own. They reacted angrily when Joy behaved in a BSD manner.

Lesson 29: The Right to Choose

Situation #8

Harvey is an excellent student. He wants to become a motor mechanic more than anything else he can think of. His guidance counsellor says that Harvey would be wasting his talent, that he should design cars, not fix them. Harvey tells the counsellor that it's his own life and that he wants to make his own decision.

Was Harvey OD, BSD, or SD?

Lesson 29: The Right to Choose

Probable Answer #8

Harvey is behaving in a BSD way. He is an excellent student, probably knows he has other choices besides motor mechanics and is quite certain about what he wants. It is his life, and if he is going into his career as a motor mechanic with his eyes open to the possibilities for other things, it is his decision.

Lesson 29: The Right to Choose

Situation #9

Marie is one year older than her brother Alex. She gets better marks in school, gets along with her parents and charms the teachers. Alex is a bit of a hellion and always seems to be in some sort of difficulty in school or at home. Marie usually gets her own way by comparing herself to Alex and pointing out how much trouble he is compared to her. Alex usually comes out second best and accepts it.

Is Marie OD, BSD, or SD? Situational or generalized? How about Alex?

Lesson 29: The Right to Choose

Probable Answer #9

Marie is probably generalized SD. She uses her charm and Alex' rambunctiousness to "usually" get her own way.

Because Alex accepts "usually coming out second best" he is probably OD to Marie's SD.

What else would we have to know to class Marie's behavior as definitely generalized SD?

Lesson 29: The Right to Choose

Situation #10

Anne secretly wants to become a Social Worker. Her mother keeps her at home a lot to help around the house and Anne has to lie to the principal to explain her absences. Her mother says that Anne will only get married and doesn't need an education. The principal is getting suspicious about all the times Anne misses school and is getting tougher.

What could Anne do to behave in a BSD way?

Lesson 29: The Right to Choose

Probable Answer #10

If Anne secretly wants to become a Social Worker it is likely that her mother does not know. Because she has been lying to the principal he doesn't know the situation.

BSD behavior would probably be to tell her mother about her ambition and the principal the truth about her absences. After doing this, perhaps all three could get together and resolve the problem, otherwise they can't.

FAMILY

Lesson 30: Deferring Judgement

Time: 3 hours

Developmental task #7; Family track; Skill cluster - Identifying the real person in communication

Many family disputes arise because of misunderstanding, because of the different ways in which family members perceive situations. We all carry with us biases and perceptual sets that may distort our perceptions of reality, and cause us to make invalid assumptions. Disputes between parents and children are often the result of these perceptual distortions.

Normal, as opposed to pathalogical, perceptual distortions are learned and are not subject to being "cured". But, learning is an ongoing process, and so our perceptions change as we learn. This is not to say that perceptual distortions will disappear through learning, but we can learn to be open to the possibility of error in the way we see or hear things in our environment, to test our assumptions and to defer judgement while testing the reality of our perceptions. Perhaps we do "see what we want to see - and hear what we want to hear," but we can be open-minded about the possibility of error.

In this lesson, students have an opportunity to look into some of the possible problems that may arise when people make assumptions and snap judgements based on a lack of information, misinformation or adherence to a perceptual set or bias. They relate this knowledge to their own family situations by identifying areas of family disagreement that may be a result of differing perceptions of reality by family members.

Objective:

Students defer judgement while testing the accuracy of their perceptions.

Resources Required:

16mm film: The Eye of the Beholder (25 min.). Available from the Canadian Film Institute, 1762 Carling Street, Ottawa, Ontario. Also available from Audio Visual Services, University of Saskatchewan, Saskatoon, Saskatchewan.

A copy of Questionnaire on "The Eye of the Beholder" for each student.

Things for testing perception - an object to touch, one to smell, something to taste, something to make a sound, a picture to see (Smith Family Projectual).

A copy of Smith Family Questionnaire for each student, if this exercise is used.

Overhead projector

16mm projector

Contents and Activities:

1. Advance Planning. Several weeks before the date of this lesson, the facilitator should order the film or videotape, The Eye of the Beholder.

The facilitator should thoroughly preview the film before using it with students. He should also become thoroughly familiar with the Discussion Leader's Guide included with the 16mm film.

Objects and substances to be used in the Objective Enquiry phase should be prepared.

2. Introduction. There are two suggested ways in which the film, The Eye of the Beholder, might be used in this part of the lesson.

a. Show the film and using the Discussion Leader's Guide develop the discussion before the film begins, then at the midpoint, and again at the end of the film. The topics of discussion should be adjusted to suit the students' needs. The following questions may be appropriate at the end of the film: "Can we learn from the people who judged Michael Gerrard? How did people make their judgements? What explains the great difference in how people perceived Michael Gerrard to be? Did people show biases in their judgement of Michael Gerrard? Would it have helped people's perceptions if they had deferred judgement until they had more information? Were the assumptions that people made about Michael valid ones?"

b. Show the first half of the film, "The Eye of the Beholder".* Hand out copies of the following questions, and ask students to mark the answer to each which they consider most probably true.

- i. Why does the waiter think that the central character is "a real ladies' man"?
  - (a) because he looks handsome
  - (b) because he leaves one girl to talk to another
  - (c) because the waiter would like a date with the blond woman too, but he doesn't feel he could "succeed" as easily.
- ii. Why does the taxi driver feel the central character is a gangster?
  - (a) because of his appearance
  - (b) because of the way he treats the taxi driver
  - (c) because of how the taxi driver feels the world is run -- by gangsters
- iii. Why does the cleaning lady feel the central character is a murderer?
  - (a) because of what she hears
  - (b) because of what she sees
  - (c) because she is afraid
- iv. What is your opinion of the central character?
  - (a) is he a murderer?
  - (b) is he insane?
  - (c) is he a frustrated person?

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* Taken from Counsellor's Resource Book for Groups in Guidance, Dept. of Education, Province of Manitoba.

Show the remainder of the film and during this time tally up the answers to each question.

3. Discussion. If option (a) is chosen in the Introduction, the discussion at the end of the film will fulfill the requirements for this phase of the lesson.

If the facilitator elects to use approach b), he should report the results of the questionnaire tally to the students and ask them to explain how it happens that the same act or incident can be perceived so differently by different people in the film. Some of the following questions might be appropriate: "Did people show biases in their judgements of Michael Gerrard? Did any of the people jump to conclusions about Michael? Would it have made a difference if they had deferred judgement? Were any of the assumptions that people made about Michael valid ones? What do you think might be the causes of perceptual distortions such as those experienced by people who were involved with Michael Gerrard?

4. Objective Enquiry/Skill Practice. The facilitator should introduce the lesson objective: Students defer judgement while testing the reality of their perceptions. He should explain that "deferring judgement" means putting off judging or reaching conclusions about something that you see, hear, smell, taste or feel until you are sure that you perceive it accurately; "like it is."

Students are probably familiar with the following terms at this stage in the course, but if the facilitator has detected any confusion about meanings he should clarify them early in the lesson:

a. Bias - an opinion held before there is a basis for it; prejudice; a leaning of the mind.

b. Perception - an awareness through the senses; touch, taste, sight, hearing or smell; an understanding.

c. Distortion - a falsification, changing or differing from the truth.

d. Assumption - a taking for granted; taking onto oneself to reach a conclusion.

The facilitator should select objects beforehand for use in this part of the lesson. The objects selected should not be too common, yet they should be within the students' experience. The following are only suggestions and the facilitator should feel free to select objects of his own choosing:

Touch - a plastic cup, a short stick accurately measured beforehand, a hair barrette or a refillable lead pencil.

Smell - a piece of leather, a book of matches, a can of spray deodorant, shaving lotion or a can of a spice such as cinammon.

Taste - small pieces of raw potato, pieces of fruit flavored gum or a can of a fairly common fruit juice such as grapefruit.

Hearing - any object that will make a not too definite sound.

Sight - any picture that is open to interpretation by the viewer. For example, The Smith Family Projectual in the Resource Kit or a picture of an exchange between an adolescent and an adult.

For all the perception test exercises except the sight one, the students should be blindfolded. The facilitator should assure students that no harm will befall them.

The following is an example of how the exercises might be carried out:

a. Students are blindfolded in their usual seating arrangement. They are asked not to speak at all during any of the exercises.

b. The facilitator might say, "We are going to test your sense of taste. I will give each of you a bit of food to taste. I want you to taste it, chew it and swallow it. It is perfectly harmless and may in fact be good for you. You are to identify what it is by your sense of taste only. Please do not say anything because each of you is to reach his or her own conclusion. I want you to make up your own mind and remember what your conclusion is."

c. The facilitator gives each person a small piece of raw potato, a spoonful of juice or any edible substance chosen.

The procedure with appropriate modification should be repeated for touch, smell, and sound. After each of the sub-exercises the material used should be concealed.

When the four sub-exercises have been completed students remove their blindfolds and on pieces of paper record their perceptions, very specifically, of what the food tasted, object touched, substance smelled and sound heard, were.

The facilitator should then ask students to tell group members what their individual perceptions were.

Finally, the facilitator should reveal each of the objects or substances. The students should individually assess how accurate their perceptions were. They might discuss why they were able to accurately identify some of the objects or substances and why they missed on others.

The facilitator should carry out the final sub-exercise either by using a picture selected by him, or by using the Smith Family Projectual and questionnaire.

If the Smith Family Projectual and questionnaire are used the following procedure should be adopted:

a. The projectual is shown on the screen.

b. Students are given copies of The Smith Family Questionnaire and are asked to answer the questions working in groups of 2 or 3. They are given about 5 minutes for this task.

c. The sub-groups in turn identify their answers to the individual questions and discuss any differences of opinion.

d. Finally, the facilitator reads off the answers according to the Answers to The Smith Family Questionnaire. If students do not do so, the facilitator should make the point that people in the group made some sweeping assumptions in answering the questionnaire. He should specify some of the assumptions made.

This phase of the lesson should close with the students responding to some of the following questions:

"What did you discover about perception in these exercises? Did any of you find out that your perceptions are distorted by your biases? For example, did anyone think that the potato tasted awful or the deodorant was perfume? What might be the results in a family of the different perceptions of taste? Of sound; for example, different kinds of music? Of sight; for example, preferences for certain colors or style? Did any of you defer judgement in the exercises until you could get more information? How many of you deferred judgement in the Smith Family exercise by filling in the question mark column? Do you find it difficult to defer judgement?"

5. Skill Application. The facilitator should review the lesson objective and stress that deferring judgement is an important skill for family members, if family harmony is to be maintained. Jumping to conclusions can lead to unjustified conflict and hard feelings between parents and children, and among siblings.

The facilitator should ask for a volunteer to join him in a role play. The facilitator should role play the part of a parent, the student, the part of a teenager. They should role play a sequence according to the following outline:

> The teenager asks the parent for five dollars spending money. The parent says no, in a rather short tempered way, but does not explain the refusal.
>
> (The role play should pause at this stage as: (a) the student role playing the teenager discloses how he or she feels, and what conclusions he or she jumps to as a result of the abrupt refusal, and (b) students quickly brainstorm the possible reasons for the short-tempered refusal by the parent. One of the students should record the comments on the flip chart.)
>
> The role play continues with the student pressing his or her need for spending money, and the parent resisting, but finally providing a reason or reasons for refusing.
>
> Students, after the conclusion of the role play, should assess: (a) how valid the teenager's initial conclusions were, and (b) how accurate the list of possible reasons for the parent's refusal were. The facilitator should ask, "Would _____ (whoever role played the student) have acted wisely if he (or she) had acted on the basis of his (or her) first conclusions? Did it help that he (or she) deferred judgement about his (or her) parent's refusal?"

Students are asked to form pairs for role playing. They are asked to think of and role play situations that they have been involved in, or could be involved in, with family members, parents, grandparents or siblings that can be used to practise the skill of deferring judgement.

In each role play the person playing himself should pause whenever he or she is tempted to jump to a conclusion and jot down that assumption or conclusion. At the end of the role play, the role-play partners analyze the list of assumptions to assess which were valid and which were not.

Each student should have an opportunity to play himself, so each role-play pair should role play at least two situations.

When the students have completed the role plays, the facilitator should have each student disclose the number of premature conclusions he or she was tempted to jump to.

The facilitator should ask students what they did to test their assumptions, to find out if the conclusions they were tempted to make were accurate. The obvious answer is that we wait for more information to be given or else we ask for more information from the person we are interacting with.

6. Evaluation. Students are asked to recap what they learned in this lesson:

"Do you make assumptions at times that turn out to be wrong after you get more information?"

"What can you do to make sure that your conclusions about a situation are correct?"

"What accounts for the differences in the ways different people see situations?"

"Do you agree or disagree with the statement that 'we see what we want to see - hear what we want to hear'?"

"What do you think of the statement, 'Believe half of what you see and nothing of what you hear'?"

"Are we more likely to perceive accurately if we can use more than one sense to interpret something?"

Lesson 30: Deferring Judgement

Questionnaire on "The Eye of the Beholder"

1. Why does the waiter think that the central character is "a real ladies' man?"
   a. because he looks handsome
   b. because he leaves one girl to talk to another
   c. because the waiter would like a date with the blond woman too, but he doesn't feel he could "succeed" as easily.
2. Why does the taxi driver feel the central character is a gangster?
   a. because of his appearance
   b. because of the way he treats the taxi driver
   c. because of how the taxi driver feels the world is run -- by gangsters.
3. Why does the cleaning lady feel the central character is a murderer?
   a. because of what she hears
   b. because of what she sees
   c. because she is afraid
4. What is your opinion of the central character?
   a. is he a murderer?
   b. is he insane?
   c. is he a frustrated person?

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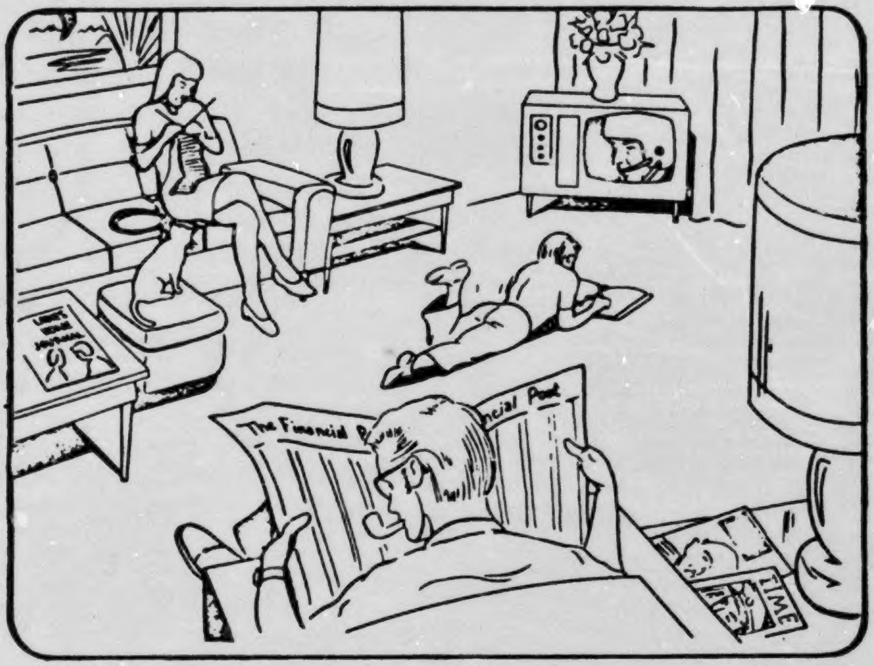
* Taken from a Counsellor's Resource Book for Groups in Guidance, Dept. of Education, Province of Manitoba.

SUBJECT

SERIAL NUMBER


LADIES' HOME JOURNAL
The Financial Post
TIME

TECHNIFAX

Form No. 367

TECHNIFAX FILEABLE TRANSPARENCY MOUNT
7½" x 10" MASK — USE 8½" x 11" FILM

Lesson 30: Deferring Judgement

The Smith Family Questionnaire

Which of the following statements are true, which are false, and which cannot be answered at all?

		T	F	?
1.	There are three people in the room.	( )	( )	( )
2.	The Smith family owns a TV set.	( )	( )	( )
3.	There is a football game on TV.	( )	( )	( )
4.	Bobby is doing his homework while he watches TV.	( )	( )	( )
5.	Mrs. Smith is knitting a scarf.	( )	( )	( )
6.	Bobby's father is a businessman.	( )	( )	( )
7.	The Smith family consists of Mr. Smith, Mrs. Smith and Bobby.	( )	( )	( )
8.	They have a pet cat.	( )	( )	( )
9.	The Smith family subscribes to Time and The Ladies' Home Journal.	( )	( )	( )
10.	They are watching an evening TV show.	( )	( )	( )

Lesson 30: Deferring Judgement

Answers to The Smith Family Questionnaire

NONE OF THE STATEMENTS CAN BE IDENTIFIED AS TRUE OR FALSE FROM THE INFORMATION CONTAINED IN THE DRAWING.

1. You don't know how many people are in the room. You only know there are three people in the part of the room shown by the picture.
2. You don't know they own it. It may be borrowed or rented.
3. You don't know that -- it may be an advertisment.
4. You don't know that Bobby is doing homework. All you know is that he has a book in front of him.
5. You don't know if that is Mrs. Smith and you can't tell what she knits.
6. Bobby's father does not need to be a businessman to look at the Financial Post. In fact, it may not be Bobby's father, it could be his uncle or another house guest.
7. You don't know that this is the Smith family; there may be other members in the house or some other members of the family may not be home.
8. I may be a neighbor's cat that Bobby has brought in for a while.
9. They may have bought the magazines at a newstand or borrowed them from the library.
10. It may not be in the evening. All you know is that the lights are on. The shades could be drawn in the afternoon.

SCHOOL

Lesson 31: What is Education?

Time: 3 hours

Developmental task #10; School track; Skill cluster - Trusting and risking

Among Euro-Canadians, formal education is highly valued. It has been a stepping stone to equality and acceptance for various immigrant groups, it has been a way of achieving prestige and status, and it has been a method of achieving economic superiority or at least equality. As economic and social endeavours have tended to become more and more specialized so have the educational credentials required for the earning of a position in these endeavours. The tendency towards specialization has created what some refer to as overcredentialization. Employers, because of the rising educational levels of most Canadian citizens, have been able to ask for and get, more and more highly educated individuals to fill job vacancies. In many job situations today the educational credentials required to compete for a position are well above what is required for successful performance of its duties. All too often formal qualifications are considered well ahead of common sense, attitude and competence.

By and large, native people have stayed out of the credentials race, whether by coice or by accident. The school drop-out rate in most northern communities is high and many native people find it difficult to compete for good jobs because of poor formal educational qualifications. Much of the blame for this situation has been laid on the people themselves, yet one must speculate as to why the educational system has failed to motivate northern youth. Does it have to do with the relative newness of formal education in the North?

Does it have to do with the generally less affluent socio-economic conditions of the North; is it a cause or effect? Has the southern oriented curriculum failed to meet the needs of Northerners? Has the language barrier precluded success in schools where English is the language of instruction? Has there been a lack of feedback on the benefits of formal education? Do the values espoused by our educational system and theory clash with those of northern natives? Is our educational system irrelevant to the real needs and values of Northerners? Is there a unique pedagogical style in native culture that our school systems have failed to grasp and capitalize on? Is the formal educational system an alien institution to Northerners who shun it as much as possible? Have northern educators been remiss in the performance of their teaching duties? Have northern parents been remiss in their duty of getting their children to school and keeping them there?

Each of the questions asked above has, at one time or another, been forwarded as a possible, and often probable, statement of the problem in northern education. It is probable that each question, if satisfactorily answered, would yield part of the truth of the matter. The situation is an extremely complex one and it is unlikely that simple statements of the problem and simple answers to the problem can be found. Solutions, often presented as definitive ones, are constantly being forwarded, and in some cases implemented. Residential schools were a favorite at one time; they have since fallen into some disrepute. Various innovative teaching programs have been implemented with only marginal success. Local school boards were created, but had little influence. Local control of education has in some cases been tried, but has resulted, in some cases in pressure group conflict and turmoil. New philosophical bases for education have been propounded, but have not fully succeeded. Various phychological learning theories have been given their day in school, but have changed the overall northern educational scene very little.

It would be easy to despair of finding any solution in the face of the complexity of this situation, yet there is much that has not been attempted. It could, in fact, be hypothesized that only piece-meal solutions have been tried, only isolated aspects of the problem have been addressed, and that no truly meaningful dialogue among parents, community leaders, teachers, school officials, and of great importance, students, has really been engaged in.

In all fairness, it must be acknowledged that, in many northern locations, attempts at this dialogue are being made, but unfortunately immediate concerns of a pressing nature seem to take precedence and the underlying issues are seldom dealt with.

In this high risk lesson, an attempt will be made to carry on a brief dialogue dealing with the underlying philosophical, value, and other cultural issues affecting northern education. A deliberate attempt should be made to avoid the practical, day to day educational issues in an attempt to get the participants to voice their underlying beliefs about the role that education could play in their lives. No attempt should be made to answer the questions raised to the satisfaction of everyone involved. Values and opinions will differ and it will probably benefit students more to be exposed to a "menu" of ideas than to be exposed to supposedly definitive solutions to problems that almost defy definition.

Objective:

Students risk engaging with parents, school officials and representatives of the community, in a discussion group about values as they affect northern education.

Resources Required:

Film chosen from list in Advance Planning
16mm projector if film is used
Audio cassette recorder and 2 hour tape

Contents and Activities:

1. Advance Planning. The first important decision that the facilitator will have to make in preparation for this lesson is to decide whether or not the lesson is suitable for use in the community. While the Life Skills facilitator should not shy away from contro-

versial issues, it is possible that a community may be in a state of turmoil and antagonism about education, and the introduction of a lesson of this type may interfere with the efforts of those who are attempting to settle issues. The other side of the coin may be that, in an atmosphere of antagonism, a calm discussion of the deeper educational issues could have a positive effect. In any event, the facilitator will have to apply common sense in deciding whether to use the lesson or not.

The second important decision to be made, after the decision to proceed with the lesson is reached, will be to determine who to invite as participants. Each community will have several capable people who will probably be pleased to help. While the number of people participating will not be an important factor, it may be advisable to keep the group relatively small, say under 20 people in all. If the group is too large, people participating will be unable to express themselves as frequently as they might wish, and the exercise could take on the atmosphere of a public meeting rather than a group discussion. The following lists of people are only suggestions as to who might be considered for invitation:

Community Resource People

- Parents interested in education
- Representatives of local native organizations
- Community activists
- Communtiy elders (may require an interpreter)
- Local school board members
- Local school committee members
- Young people who have dropped out or graduated

School Officials

- Northern School Board members
- Director of Education
- Superintendents of Education
- Educational consultants
- School principal or vice principal
- Teachers

The group's final list of participants should allow for as wide a range of views as possible.

Planning for this lesson should begin at least one month ahead of time. This will allow participants to schedule their time accordingly. It is suggested that if a facilitator is conducting several Life Skills groups, he may find it advantageous to schedule this lesson at least two weeks apart for the various groups.

Life Skills students should be aware of the purpose of the lesson and should be included in the planning from the outset. They may have some definite ideas about who they wish to invite and how they want the lesson to be conducted.

The students may wish to plan for a lunch or at least coffee for their guests.

If the facilitator wishes to use a film to introduce the discussion he should order one of the following films well in advance of the lesson date. These films are listed in the Audio Visual Catalogue of the Department of Education, Avord Tower, Regina. Residents of other provinces or territories can probably obtain one of the films through their provincial education department.

Discussion in Democracy

Div. III, IV, Adult Coronet, 1949, 10 min.

Students learn through expert advice and through their own experiences, the relationship of organized discussion to a democratic society. They also develop a three-fold program for the leader and the participants in any discussion, involving (1) preparation, (2) planning and (3) personalities.

Let's Discuss It

Div IV, Adult N.F.B., 1956, 29 min.

Demonstrates the principles by which a healthy and active discussion group can be maintained. Describes steps in organizing a group and rules for a discussion leader to follow in bringing abour effective and satisfying discussion.

How To Conduct a Discussion

Div. IV, Adult E.B.F., 1953, 21 min.

Illustrates eleven principles important to effective and satisfying group discussion. A variety of groups and discussion topics are included.

Room For Discussion

Adult E.B.F., 1952, 25 min.

Provides an overview of the values to be gained from using the techniques of organized discussion. It makes the point that discussion is not only the privilege, but the responsibility of all citizens living in a democracy and describes how discussion functions in various situations to make for better understanding and for the solution of problems.

When invitations are issued to prospective participants, the invitations should include an outline of the topic of discussion.

The facilitator should preview the film to ensure that he can use it meaningfully in the Introduction. He should also review pages 170 to 180, and pages 186 to 196 in The Dynamics of Life Skills Coaching to assist him in preparing for his leadership role in the group discussion.

2. Introduction. As soon as participants are gathered in the classroom, the facilitator should either introduce everyone there or preferably, have them introduce themselves. As part of each person's introduction, the facilitator might ask him or her to state, in one sentence, a belief about education. The facilitator might model the behavior by saying something like, "My name is _____, I'm a Life Skills facilitator and I believe that education should equip people to live a happy life."

When introductions have been completed, the facilitator should introduce the objective of the session: Students engage with parents, school officials and representatives of the community in a group discussion about values as they affect northern education. The facilitator may choose to expand upon the objective by pointing out that values are basic beliefs of individuals or groups of people and that these beliefs influence how one sees and reacts to things around him.

In this discussion, the hope is that people will risk telling others how their beliefs or values are reflected in their views of education as it was in the traditional Indian culture, as it is now, and as it ideally could be, if it was to fully meet the needs of people in this community.

If a film is being used, the facilitator should point out that its purpose is to enable members of the discussion group to brush up on their group discussion skills.

If the film is not being used, the facilitator might briefly review as many of the helpful group behaviors and discussion skills as he deems appropriate.

The film should be screened and the discussion of the film completed before the main group discussion begins.

3. Discussion. The facilitator should begin by adopting the role of a group discussion leader. If the group functions effectively he will be able to give up this role and become a regular group member, but he should not do so to shun responsibility, only to facilitate the group process.

To get the discussion started, the facilitator will have to prepare several good questions ahead of time (p. 173 & 174 in The Dynamics of Life Skills Coaching). It would be appropriate to begin with a broad, overhead question such as:

"Each of you stated, when introducing yourself, a belief that you had about education. Let's start off this part of our discussion by discussing the following question, 'What do I feel about education as it is now in our community?'"

- or -

"Let's expand a bit upon the beliefs about education that we stated in introducing ourselves. Would anyone like to begin?"

Once the discussion has begun, it is likely that it will tend to take its own direction, but the facilitator should remember that the discussion should deal with values and northern education. It may be appropriate to discuss how education was accomplished before schools appeared in the North, how people value education as it is now, and what an ideal educational system to suit the values of

Northerners would be like.

The facilitator should, at least initially, perform a gatekeeping function to ensure that everyone participates. As the discussion continues and people become more involved, he may be able to relax and enter the discussion more as a participant and less as a leader.

The facilitator will have to initiate a summarization and evaluation of the discussion near the end of the lesson, so he should use some system of memory aids to assist him in carrying out this function. Brief notes may be the most suitable way, although, with the agreement of participants, he may decide to audio tape the discussion.

Alternative Group Formations

If it appears that the large size of the group is preventing members from expressing opinions, the facilitator might consider having people break into sub-groups to discuss specific topics. This might take one of two forms. The sub-groups could discuss the same topic and then report back to the main group. Or, sub-topics of a main topic of discussion might be assigned to sub-groups who would then return to the full group and report to all members together.

Another technique that might be useful would be to have volunteers form a panel and carry on a discussion while the rest of the participants act as the audience. The panel members could then respond to questions from the audience.

The vignette or group-on-group may be useful as a means of dealing with a topic where there appear to be two fairly distinct schools of thought. Each camp's position could be presented by its adherents, without interference from those who oppose it, and then the whole group could deal with any remaining unresolved issues.

4. Evaluation. The facilitator should ensure that sufficient time is allowed for a summary and evaluation at the end of the discussion.

The summary should include the following: The process of the discussion; the topics discussed; major points made; points of agreement and disagreement; conclusions, if any, reached. The facilitator should involve group members in the summary.

Several points might be covered in the Evaluation: How did people feel about participating in the session? Did they learn anything in the discussion? Did the discussion lead to better understanding among participants? Was the objective of the lesson reached? Did the discussion go well? How might it have been better? Is any follow-up required or appropriate?

If the discussion was audio-recorded, the group may wish to review portions of the tape. Anyone who might wish to listen to the tape should be allowed to borrow it.

5. Planning. On the basis of his expreience with the first discussion group and the group's evaluation of the session, the facilitator should be prepared to modify the lesson for use with other groups he may be responsible for.

Lesson 32: Skills Review and Practice #1

Time: 3 hours

Developmental task #1; Peer track; Skill cluster - All human relations skills

At this stage in the course, the students should be familiar with all the skills to be learned in the course and should be able to use them at the level of conscious competence. In this sequence of three lessons, students will have an opportunity to review the skills and practise some of them once more in the learning group. Two lessons are devoted to a review and practise of human relations/ interpersonal communications skills, and one lesson to the application of the creative problem-solving skills.

The facilitator, who has been carrying out a continuous evaluation of the students and the course, will know where the emphasis should be placed. It is possible that certain skills or clusters of skills are better developed than others, and of course, if that is the case, the emphasis should be placed on those skills that could use strengthening through the use of review exercises. Additionally, the levels of competence in the use of the various skills may vary from student to student and the facilitator may find it advantageous to suggest that students group themselves accordingly. For example, a student who has not mastered the use of helpful group behaviors may be paired with a student who has achieved a high level of competence in using the helpful group behaviors in presenting a lesson dealing with these skills.

Peer teaching is stressed in this lesson since the process of teaching a skill is often the best way to learn it. While it will not be possible to cover all the human relations/interpersonal communications skills dealt with in the course, the facilitator and students should be able to identify those that most require further practice. The students, working in pairs or alone, will then have to accept the responsibility of presenting brief lessons dealing with the identified skills or skill clusters to their peers.

Objective:

Students identify human relations/interpersonal communications skills that require review and practise, and in cooperation with peers, prepare to teach those skills to the Life Skills group.

Resources Required:

All Life Skills materials.
VTR equipment
Audio cassette recorder

Contents and Activities:

1. Advance Preparation. The facilitator should prepare flip chart sheets listing the human relations/interpersonal communications skill clusters as they are outlined in the introduction to the Coaching Manual. He should post these along one wall of the classroom.

All the materials used in Life Skills For Northern Adolescents should be available for use by the students.

2. Introduction. The facilitator should present the lesson objective: Students identify human relations/interpersonal communications skills that require review and practise, and in cooperation with peers, prepare to teach those skills to the Life Skills group.

Students' attention should be drawn to the lists of skill clusters posted in the room. Students should be asked to quickly read through them and identify any that they do not clearly understand the meaning of. The facilitator should have students explain and demonstrate any that are unclear to anyone in the group.

The facilitator should next ask students to individually write down on a piece of paper any of the skills that they feel they do not know well enough, that they do not think they can perform competently. About 15 minutes should be allowed for this task.

When students have completed their individual skill assessments, the facilitator should ask each of them to go up to the lists posted in the room and put a check mark beside each skill that they feel they are not competent in.

The facilitator and students should identify any pattern that emerges. A skill with several check marks beside it can probably be identified as one that requires review and practise. Skills that are identified as being underdeveloped by only one or two students can probably be dealt with in a session between the student and facilitator, or the student and a peer who feels competent in that skill.

Those skills that require further practise by several students should be listed on the flipchart.

The facilitator should tell students that, in this lesson and the next one, they will be asked to adopt roles as facilitators. They will be asked to work alone or in pairs, as they prefer, in preparing and presenting short lessons in which they will teach one of the skills that were identified by several students as requiring review and practise. They will have the remaining time in this lesson to prepare their lessons, and will have to present them to the group during the next session. They can use any of the Life Skills materials, the VTR, audio cassette recorder, resources in the school or outside of it, and the facilitator as a resource person in preparing their presentations.

3. Discussion. Students should be asked to form pairs if they wish to do so, or they may choose to work alone, but everyone must be involved in the preparation and presentation of a lesson.

The students should decide, with the help of the facilitator, which skill each pair or individual wants to prepare a lesson on. If the students cannot agree on this, if one skill is overly popular or is avoided, the facilitator may have to make the decision.

The number of skills to be reviewed will determine how much time can be alloted to each presentation. Certain skills may also require more time than others and the facilitator will have to use his judgement in allocating time allotments. The amount of time each pair of students or individual will have should be clearly stated before they begin their preparation. Due allowance should be made for at least a half hour evaluation at the end of the next lesson.

The facilitator should lay down a few rules for the presentation:

a. Students should clearly state the objective of their presentation.

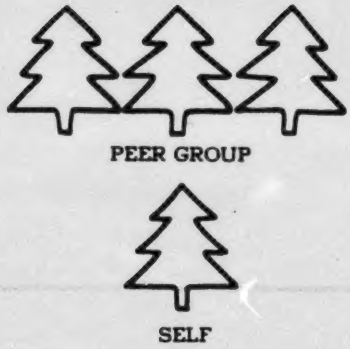
b. The presentation should involve the students in practising or using the skill or skills being reviewed.

c. The time limits should be strictly adhered to.

d. The presentation should not be an exact repetition of an exercise already carried out in the course, but it may be a modification of an exercise previously used.

Students should be allowed to proceed with preparation of their presentations. The facilitator should act as a resource person.

4. Evaluation. When about 10 minutes remain in the lesson time, the facilitator should check with each pair or individual to find out if they are ready to make their presentation during the next Life Skills session. Those who are not yet ready may wish to use the Life Skills classroom to complete their preparations or they may choose to do so as homework. If anyone wishes to use the classroom, the facilitator should help them to make their arrangements.



Lesson 33: Skills Review and Practice #2

Time: 3 hours

Developmental tasks #1 and #4; Peer and Self track; Skill cluster - All human relations/interpersonal communications skills

This, the second lesson in the review and practise series, provides the students with an opportunity not only to teach skills to their peers, but also to demonstrate their own competence in the human relations/interpersonal communications skills. Throughout the course, students have been encouraged to try out their skills in new situations, independent of the group, in so called real-life situations, and in this lesson the facilitator will have an opportunity to evaluate how well students can do.

Admittedly, the presentations are made in the secure atmosphere of the Life Skills classroom, but the task is a real one carrying with it a responsibility and obligation to one's peers and to oneself. It is a real-life situation for the graduating Life Skills student. Students should be on their own and independent of the facilitator's assistance. The facilitator will have to recognize that his role in this lesson should be a non-directive one. He should participate and observe, but only as an equal group member. He will have to acknowledge that the students are the facilitators, and he must resist the temptation to direct the activities of the students when they make their presentations.

The roles to be adopted by students in making their presentations carry with them a measure of risk. First, in making a presentation a student adopts a new relationship with his peers; that of teacher and learners. Secondly, he is on his own, and while his fellow students may support him in his efforts by being cooperative and positively reinforcing, there is the chance that they may not, that they may question what he or she says and does. How well the student facilitator handles the situation will be to an extent a measure of his competence in Life Skills.

Objective:

Students use human relations/interpersonal communications skills in teaching some of the life skills to their peers.

Resources Required:

Whatever students require for their presentations

As many copies of the Presentation Record forms as the facilitator may require

Contents and Activities:

1. Introduction. The facilitator and students should quickly decide upon an order of presentation by the student pairs or individuals. Students should be asked whether they prefer to evaluate each presentation immediately after it is made or whether they prefer to evaluate all of them towards the end of the session. It may be necessary to use both approaches since some of the presentations may have a planned evaluation as part of the lesson while others may lend themselves to a later evaluation.
2. Skill Application. Each student-pair or individual makes a presentation. The facilitator should participate, but he may also wish to evaluate each presentation that is made. Since some of the presentations may require the use of the video equipment the facilitator cannot count on recording the presentations on video tape. Included in the Resource Kit are copies of the Presentation Record which the facilitator may wish to use. For each presentation, he should also ask a student to complete a Presentation Record. This will provide two recorded impressions of the presentation for use in the Evaluation phase of the lesson.

Presentations should be made until all have been completed, but it is important that at least half an hour be scheduled to carry out an evaluation of the presentations.

3. Evaluation. Those presentations that were not evaluated immediately after they were made should be evaluated by having the facilitator and the student evaluator for each presentation go through their Presentation Record forms. The comments recorded on these forms should serve as a basis for an evaluative discussion by the group. Comments that are not positive should at least be constructively critical, pointing out alternative skills and behaviors that students making presentations might have used or could use in the future in similar situations.

The facilitator should ask students how they felt about adopting the role of facilitator. Were they nervous? Was it a difficult role?

Finally, the facilitator should ask students whether they found the presentations helpful. Did they clear up any misunderstandings? Did they learn any new skills or get help in reinforcing skills previously acquired? Which did they find more useful, giving their presentation or being students? Which role provides more opportunity for learning?

The facilitator should retain the Presentation Record forms for inclusion in the students' folders.

Lesson 33: Skills Review and Practise #2

Presentation Record

Facilitator(s): ____________________

Objective: ____________________

____

Time Required: __________

Activities in Presentation: ____________________

____

____

The Lesson:

Did it meet the objective? ____________________

Were students involved? ____________________

Were the content and activities new? ____________________

The Facilitator(s):

Were they relaxed? ____________________

Were they prepared? ____________________

Did they model the skills being taught? ____________________

____

Which skills did they demonstrate competence in? __________

____

Which skills did they seem to lack? ____________________

____

Overall evaluation of presentation: ____________________

____

____

SELF

Lesson 34: Skills Review and Practise #3

Time: 3 hours

Developmental task dependent on problem; Self track; Skill cluster - All problem-solving skills

In this, the third lesson in the review and practise series, students assign themselves a real task. They are asked to individually use the creative problem-solving system in developing a feasible plan for accomplishing the task, are encouraged to implement the plan, and in a follow-up lesson, will evaluate the results. This process will give the facilitator and students an opportunity to review and evaluate students' problem-solving skills, and as part of the follow-up lesson, to practise once more, before the course ends, those skills that may need more practise.

The students, as a group, will be asked to select their own task. While this approach is preferred, if students want him to, the facilitator may have to assign the task. Even though students are asked to work individually in making plans, it is probably advisable, for evaluation purposes, to have all students work on the same task.

The follow-up evaluation will be structured to allow for the dual nature of the students' assignment. The main thrust of the assignment will be to have students use the skills of creative problem-solving in creating a feasible plan for solving the assigned problem. The secondary thrust will be to have students implement their plans so that tangible feedback based on real experience (was the goal achieved?) will be available. A third, and minor thrust, and one that would be left completely up to the individual student, would be to recycle the process if the initial plan was not totally successful due to inadequate planning, or due to circumstances beyond the student's control.

Objective:

Students use problem-solving skills in planning and carrying out an assigned task.

Resources Required:

Charts outlining the phases and steps of the creative problem-solving process.

Whatever other resources students may require.

A copy of the form Organizing For Opportunity for each student (available in resource package for the lesson, "The Things I Can Change")

Contents and Activities:

1. Advance Planning. The facilitator should prepare charts outlining the creative problem-solving system. Before the session begins, these should be posted in the classroom.

The forms, Organizing For Opportunity, should be prepared for use.

2. Introduction. The facilitator should draw students' attention to the charts posted in the room and ask them to review the steps of the creative problem-solving system. Any questions they may have should be dealt with.

The lesson objective should be introduced: Students use problem-solving skills in planning and carrying out an assigned task. It should be explained that in this session, students will be asked to draw up a plan for solving a problem and may begin implementing it, but before the next session, during which the plans will be evaluated, students should try to achieve the goals they set for themselves in their plans. The facilitator should outline the process for the two lessons on the flip chart:

a. Arrive at a plan for achieving your objective. Do this during this session.

b. Implement your plan before the next session.

c. Evaluate your plan and how well you achieved your goal during the next session.

The facilitator should draw special attention to the two evaluations; one to evaluate plans, and one to evaluate goal achievement.

The facilitator should also list the criteria by which evaluations will be made. The criteria for evaluating plans will be:

a. Does the plan set a clear goal? Does it clearly answer the question, "What do I have to do?"

b. Does it clearly answer the question, "How much time do I need?"

c. Does it clearly answer the question, "What things do I need to meet my objective?"

d. Does it answer the question, "To whom must I talk about this matter? Who can help me reach my goal?"

e. Does it answer the question, "In what order should I do things?"

f. Does it predict in a positive way what will happen as a result of the plan? "What do I expect to happen as a result of this plan?"

The criteria for evaluating goal achievement will be:

a. Results. Was the goal achieved as predicted? Exceeded?

b. Realism. Was the goal realistic? Too high? Too low?

c. Interfering factors. What interfered with achievement of the goal? Within my control? Beyond my control?

d. Supporting factors. What helped me achieve my goal? My own doing? Beyond my control?

e. Recycling if necessary. Should I recycle through the problem-solving system and try again to achieve this goal or should I change my goal?

3. Discussion. Students should be engaged in a brainstorming session to identify some possible tasks that they might be able to carry out in order to apply their problem-solving skills. The facilitator should stress the basic rule of brainstorming - defer judgement.

When a fairly long list of suggestions has been made, the facilitator should introduce the following task selection criteria:

a. It should be a task that can be accomplished by individual students. It should not be a group problem-solving exercise.

b. It should be accomplishable before the next session.

c. It should be a real task requiring that students perform it outside of the classroom.

The facilitator and students should apply the above criteria to the listed suggestions and isolate those that meet the criteria.

The final selection of a task may be accomplished in several ways. The students might discuss the possibilities and arrive at a consensus opinion. They may vote on the individual suggestions, and after each vote eliminate the one least preferred until one suggestion remains. Or, the students may elect to have the facilitator pick one of the suggestions, or impose one of his own.

An example of a task that would meet the criteria might be, "To earn five dollars." This task is individually accomplishable, should be accomplishable before the next session although the amount of money could be adjusted to suit circumstances, and it would have to be accomplished outside of the classroom.

4. Skill Application. When a task has been decided upon, the students are asked to treat it as a problem and to use their problem-solving skills in arriving at a plan for solving the problem of how to accomplish the task in the time they have. They are told that they may use any resources, human or material, available in the school, but that each of them is responsible for drawing up a plan for carrying out the task agreed upon.

The students should be given as long as they need to work through the problem-solving process and arrive at a plan, but they should be encouraged to complete it before the lesson ends.

With at least thirty minutes remaining in the session, the facilitator should get the whole group together again. He should ask the students to react to the idea of actually implementing their plans. It can be anticipated that most students will express some enthusiasm for this, but some students may not. Those students who express some concerns should be assisted in working out these concerns. A part of their concern may be that they may not have confidence in their plans. If this is the case, each plan should be briefly evaluated. If a plan appears feasible, the students should be encouraged to try it. If, however, a plan appears to be unrealistic, group members should assist by making specific suggestions for changes that might make it more feasible.

If a student is reticent about implementing what appears to be a realistic plan because of shyness or lack of confidence, the group may be able to provide support and encouragement. Or, the student may be paired with a more confident student in a mutually beneficial working arrangement. While this approach may go somewhat against the lesson objective, it would ensure that all group members at least attempt the second part of the objective.

5. Evaluation. Little evaluation is required at this stage since the follow-up lesson will entail a detailed evaluation of the students' plans and of the goal achievement. It will probably be sufficient to remind students of this. In addition, students may be advised that if time allows during the next session, they will have an opportunity to fill out the Life Skills Check List again and compare it to the one they completed early in the course.

Evaluation Lesson 1: Evaluating
Problem-Solving Skills

Time: 3 hours

Skill cluster - Evaluating problem-solving skills by applying criteria

In this lesson, students evaluate their problem-solving skills as they were used in planning for solution of a problem and in carrying out the plan. The facilitator will have to be cautious to ensure that there is a clear differentiation between the problem-solving skills used in planning for the solution of a problem, and those used in the actual achievement of the goal. Every plan, no matter how well conceived and executed, is subject to an element of chance; factors that may interfere with goal achievement by delaying it, necessitating a change of direction, or making the goal unachievable. While use of a problem-solving system in creating a plan minimizes the chances of interference, it cannot completely remove the chance element. Thus, a seemingly good plan may fail, and a seemingly poor plan may succeed.

If time allows during this session, the facilitator should give students an opportunity to begin completing the Life Skills Check List once more. This will give students a chance to compare the check list completed at this stage with the one completed in the early stages of the course. In effect, students get to compare their pre-course assessment of their life skills with their post-course assessment of their life skills. Due to the time factor, this may have to be left to the last session.

Objective:

Students evaluate each other's plans for solving a problem and evaluate the results of implementation of their plans.

Resources Required:

Charts showing criteria for evaluations

A copy of the Life Skills Check List for each student (see Introductory Lesson 2).

Contents and Activities:

1. Advance Preparation. The facilitator should prepare charts outlining evaluation criteria for evaluating plans and for evaluating goal achievement.

2. Introduction. Students are advised of the two evaluations to be carried out during the session. Each student plan is to be evaluated according to set criteria, as are the results of implementation of plans.

The facilitator should draw students' attention to the criteria for evaluating plans and the criteria for evaluating goal achievement.

Criteria for evaluating plans:

a. Does the plan set a clear goal?

b. Does the plan set a clear time limit?

c. Does the plan clearly state the resources required?

d. Does the plan clearly state who must be spoken to about this matter?

e. Does the plan clearly state the order in which things should be done?

f. Does the plan make a clear prediction of the results to be expected?

Criteria for evaluating goal achievement:

a. Results. Was the goal achieved as predicted? Exceeded?

b. Realism of goal. Was it realistic? Too high? Too low?

c. Interfering factors. What interfered with achievement of the goal? Within student's control? Beyond his or her control?

d. Supporting factors. What helped goal achievement? Within student's control? Beyond student's control?

e. Recycling. Should the problem-solving system be recycled?

Will this help goal achievement or should the goal be changed?

3. Discussion. Students should decide how they wish to carry out the evaluations. Several alternatives may be possible. All plans could first be evaluated followed by evaluation of goal achievement. Each student's plan and his or her goal achievement could be evaluated, one immediately after the other. Students could work together in the full group, or could break into two sub-groups, or for variety, the evaluation might begin with students working in the full group and then dividing into two sub-groups.

Too much time should not be spent in deciding how the evaluation is to be done since all plans and all goal achievement should be evaluated during this session, and time will be limited. If time begins to run out, the evaluation may have to be completed in sub-groups.

The facilitator should ask students to discuss the plan evaluation criteria to ensure that all students understand them. It should also be pointed out that the criteria are the same ones used in making a plan. They are the same points covered in the form, Organizing For Opportunity, used as an outline in drawing up a plan for solving a problem.

The facilitator might ask the students to evaluate the statement, "'Nothing succeeds but success.' Is a plan necessarily a bad one if the goal set in it is not achieved?" He might ask the students to comment on the part that "chance" or "luck" plays. "Can a plan really allow for everything that might happen?" The quotation from Robert Burns' poem, "To A Mouse";

The best laid schemes o' mice and men
Gang aft a-gley

recognizes that schemes or plans, no matter how well made, often go wrong.

4. Skill Application. The group should proceed with the evaluations according to the method decided upon. Perhaps the following procedure would be appropriate:

a. The student whose plan is being evaluated explains it to the other members of the group and evaluates it himself.

b. Group members conduct a constructive criticism of the plan by referring to the criteria set previously.

c. If goal achievement is also being evaluated at this stage, the student explains whether he or she achieved the goal, and explains why it worked or didn't work.

d. The students, again using the previously set criteria, assist their colleague in evaluating his or her goal achievement.

Evaluation should be constructive, should lead to learning, and should lead towards the possibility of improved performance in the future.

When all evaluations have been completed, and the facilitator will have to ensure that time limits are adhered to, students who did not achieve their goals may wish to accept the assistance of their colleagues in revising their plans in order to try again to achieve their goals. At this late stage in the course, it may not be possible to evaluate the results of a recycled plan, but allowance could be made for students to report back in the next session or to meet with the facilitator at a mutually agreeable time other than during a Life Skills session.

Students who did not achieve their goals initially should be encouraged to recycle through the process, but they will individually have to decide whether they choose to do so.

5. Evaluation. In keeping with the theme of this lesson, evaluation should continue dealing with problem-solving skills, but in addition, and more generally, with the problem-solving system. The facilitator might ask students to respond to some of the following questions:

"Do you feel that the creative problem-solving system is useful to you?"

"Do you feel quite confident that you can use the system in solving problems, both large and small, in your daily lives?"

"Do you feel that you will be better problem-solvers as a result of having practised and used the problem-solving system?"

"Do you think you can adjust the system to suit new situations?"

The facilitator might use the following explanations to show how continued use of the creative problem-solving process can lead to integration of the skills, so that they become a part of the learner's habitual ways of behaving when faced with a problem.

a. Unconscious Incompetence - The stage before skill development begins. It is characterized by a person not knowing that he doesn't have a skill. For example, a person may have a problem, but doesn't know it because he doesn't recognize it as a problem that perhaps can be solved, or a person may recognize a problem, but do nothing about it because he doesn't know that he could do something about it.

b. Conscious Incompetence - This is actually the first stage of skill development. It is characterized by a person becoming aware of the fact that he has a problem that can be solved, but not knowing how to go about solving it. He knows that he does not have the problem-solving skills to solve his problem. He is ready to learn.

c. Conscious Competence - The person has learned problem-solving skills, knows how to use them, but has to use them consciously. He has to follow an outline and does not yet behave habitually in using the skills.

The facilitator might note that the Life Skills students are probably at this stage in using the problem-solving skills. With continuted practice and use they may progress to the final stage.

d. Unconscious Competence - The person has used the problem-solving skills repeatedly, has found them useful, and has over-learned them to the extent that he habitually uses the skills without being conscious of them. He has become a problem-solving individual who naturally attacks a problem with a system.

The facilitator should in some way make the point that students have a good start in the use of life skills, but that they will have to consciously use those that they find useful until they become habitual ways of reacting to life problems

6. Planning. The students should be advised that the next session will be the last formal Life Skills lesson. During that session, students will be asked to evaluate Life Skills For Northern Adolescents

so that changes can be made in the course, if necessary, and so that the facilitator can get a final evaluation for his own use in future Life Skills courses. Students will also complete the Life Skills Check List and individually compare it to the one they completed early in the course.

The facilitator owes it to the students to privately and individually discuss with them the results of the continuous student evaluation he has carried out during the course. He should make arrangements for individual counselling sessions for this purpose. Some of these interviews might be carried on while students are completing the tasks of the next lesson, but it will probably be necessary to hold some of them at other times.

If time allows, students might begin completing the Life Skills Check List.

Evaluation Lesson 2: Evaluating
the Life Skills Course

Time: 3 hours

Skill cluster - Evaluating the Life Skills Course

In this, the final formal lesson of Life Skills for Northern Adolescents, students are asked to carry out individual evaluations of the course. They are also asked to carry out a self-evaluation of life skills by comparing their responses on the Life Skills Check List completed now to the responses made early in the course.

The student evaluations of the course will serve several useful purposes. First, these evaluations will be of benefit to course supervisors and developers in making decisions about continuing the program in the future, about making modifications to the course, or about changing individual lessons. Secondly, this evaluation will benefit the Life Skills facilitator who will probably gain information that may assist him in changing his approach to the course, or may indicate directions in which he personally should change in order to become a more effective facilitator. Thirdly, the evaluation will give students a chance to react cognitively and affectively, in a potentially meaningful way, that may and should, give them a direct input into evaluating their own education. They are, after all, either the beneficiaries or the victims of the education they are subjected to, and should have an opportunity to participate in determining what their education should be.

This lesson should certainly not be the first opportunity students have to criticize the course, its process, content and facilitator, but it is the last formal occasion that a Life Skills group will have to be openly critical. While constructive criticism is to be encouraged, honesty is the key to effective evaluation and this may take the form of negative feedback that may be hostile, purely negative, and destructive. For the purposes of this course, what is done with the criticism is more important than the form the criticism takes.

The students' evaluation of their life skills should be a very personal one. If they wish to share their conclusions with their peers and the facilitator they should be allowed to do so, but no coercion should be used. Each student will personally have to decide whether he or she has become better equipped to cope with life as a result of the course experiences, whether he or she can react more effectively to interpersonal and problem situations, and whether the new skills can lead towards greater personal satisfaction and joy in living. The facilitator's evaluation of students is based on what he observes of their behaviors; only they can truly evaluate their own feelings, and so the ultimate judgements must be theirs.

Objective:

Students use the skills of evaluating, expressing feelings, risking and trusting, in evaluating the Life Skills course. They also use the skills of evaluating, applying judgement, and possibly, giving and receiving feedback, in evaluating their own life skills.

Resources Required:

Individual student folders, especially the Life Skills Check List materials used in Introductory Lesson 2.

A copy of the Life Skills Check List for each student. (See Introductory Lesson 2)

A copy of the Life Skills Tally for each student. (See Introductory Lesson 2)

A copy of the Course Evaluation for each student.

Audio cassette recorder and blank tape.

Contents and Activities:

1. Advance Planning. If the facilitator will be carrying out individual evaluation sessions with students during this Life Skills

period, he should prepare a schedule in advance and should arrange for a private interview room.

Materials used in Introductory Lesson 2: Surveying Life Skills, should be laid out ready for use by the students as the facilitator conducts individual interviews.

2. Introduction. The lesson objectives should be presented to the students: Students use the skills of evaluating, expressing feelings, risking and trusting, in evaluating the Life Skills course. They also use the skills of evaluating, applying judgement, and possibly giving and receiving feedback, in evaluating their own life skills.

The facilitator should enlarge upon the objectives by explaining what students will be asked to do.

a. Evaluating the Life Skills course.

i. Students use the form Course Evaluation to individually write out what they think and feel about the course as a whole.

ii. They are asked to risk being very honest about the course and will have to trust those who will use the evaluations of the course to accept the honesty of the evaluations.

b. Evaluating their own life skills.

i. They will have to fill out the Life Skills Check List once more.

ii. They must try to be as honest with themselves as possible.

iii. They will have to judge themselves in evaluating their own skills.

iv. They will compare their self-assessment of life skills at the beginning of the course with their self-assessment of life skills now by comparing their previous Check Lists and Tallies with their current ones.

v. Those who wish to will be given an opportunity to discuss their finding with other group members.

3. Discussion. The facilitator should have students discuss any

points that they may raise about the tasks to be accomplished.

If the facilitator has planned on having individual evaluation interviews with students during this session, he should advise students of the arrangements. He should explain the materials to be used in the evaluations, and indicate where they are laid out.

When the students have a clear understanding of the tasks to be accomplished, the facilitator should set some time limits to allow at least 45 minutes at the end of the session for discussion and wrap-up of the lesson.

4. Skill Application. Materials from individual student folders should be distributed and students allowed to proceed on their own in carrying out the assigned tasks.

The facilitator, if he has chosen to do so, should proceed with interviews.

5. Evaluation. Students should be asked to comment on the tasks assigned in this lesson. Were the evaluations of the course difficult to complete? Did they find that it was difficult to be honest, especially in evaluating the facilitator? Were any questions more troublesome than others? Are there any points that they wish to discuss now, in the group?

The facilitator should ask any students who wish to discuss any differences found between their first Life Skills Check List and the one completed today to make their comments. Those students who do not want to comment should not be coerced into doing so.

The facilitator might close the lesson and the course by having each student make one comment about Life Skills. He might suggest that the comment should be a very personal statement, and an expression of deep honesty about the course. If students agree, the comments should be audio taped as a remembrance of the Life Skills course experience.

6. Planning. If the facilitator has not yet completed the schedule of individual interviews, plans should be made to complete these as soon as possible.

Evaluation Lesson 2: Evaluating the Life Skills Course

Course Evaluation

Date ____________________ Location ______________________________

Name(only if you wish to identify yourself) ______________________

Facilitator ______________________________

We need to know what you think and how you feel about the Life Skills course. Please react to the following questions by indicating your rating in the appropriate box.

		Excellent			Good			Fair			Poor		
		12	11	10	9	8	7	6	5	4	3	2	1
	Training Materials												
1.	How useful was the VTR?												
2.	How useful were the forms?												
3.	How good were the situation cards?												
4.	How useful were the films?												
5.	How useful were the audio tapes?												
6.	How useful were the games?												
	The Facilitator												
7.	How well did he understand your problems?												
8.	How well did he attend to your needs?												
9.	How well did he help you to learn?												
10.	How well did he model appropriate behaviors?												
11.	How well did he run the class?												
12.	How clear were his explanations?												
13.	How would you rate him as a person who helps others?												

		Excellent			Good			Fair			Poor		
		12	11	10	9	8	7	6	5	4	3	2	1
	Yourself												
14.	How interested were you in the course?												
15.	How hard did you work in the course?												
16.	How useful do you find the things you learned?												
17.	Did the course help you to be happier?												
18.	How well did you use class time?												
19.	How well did you complete assignments and projects?												
20.	How well did you help other class members?												
21.	How well did you consider the needs of other group members?												
22.	How well did the course help you in communicating with others?												
23.	How well did the course help you in solving problems?												
24.	How well did you enjoy the course?												
	In General												
25.	How well does the course compare to other courses you take?												
26.	How well does the course fit into the school system?												
27.	How well might your friends benefit from taking the course?												
28.	How well does the course deal with problems important to teens?												
29.	How well does the group process work with teens?												
30.	How well does the course deal with typical Northern problems?												

		Excellent			Good			Fair			Poor		
		12	11	10	9	8	7	6	5	4	3	2	1
31.	How well do you feel the course deals with practical skills?												
32.	To what extent do you feel the course was worth taking?												
	Others in the Group												
33.	How well did other group members help you to learn?												
34.	How well did group members work together?												
35.	How well did group members use life skills outside the classroom?												
36.	How interested in the course were other group members?												
37.	In general, what were the feelings of other group members about the course?												
38.	To what extent did you see other members change their negative behaviors?												

If you have any comments on any of your above ratings (including the first two pages) please write them here.

Please answer any of the following questions that you want to:

1. What would you like to see changed about the course? What things about the course should be eliminated, added to, or done in a different way?

2. If you think that the course wasn't as useful as it might be, what do you think was wrong with it?

3. Do you think the course should be continued in schools? Why or why not?

4. Do you feel that, with changes, the course could be useful?

5. From a very personal point of view, what effect do you feel the course had in your life?

6. Did you find any idea, skill, or cluster of skills taught in the course more meaningful than others to you?

7. Do you think the course gave you enough time to learn new skills?

8. Do you think anyone will pay attention to the comments you have made in this evaluation?

9. Please write down any further comments you may wish to make.